DOCUMENT RESUME

ED 038 236 RC 004 269

TITLE	Annual Report of the Education Division Concerning Education in the Northwest Territories and Arctic Quebec, 1963-1964.
INSTITUTION	Canadian Dept. of Northern Affairs and National Resources, Ottawa (Ontario).
PUB DATE	64
NOTE	54p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.80
DESCRIPTORS	*Administration, Adult Education, American Indians, *Annual Reports, *Curriculum, *Education, Educational Finance, Enrollment, Eskimos, History, Personnel, *Rural Areas, School Services, Statistical Data, Teacher Qualifications, Vocational Education
IDENTIFIERS	Arctic Quebec, Northwest Territories

ABSTRACT

The educational operations in the Northwest Territories and Arctic Quebec are presented in this 1963-64 Annual Report of the Education Division of the Department of Northern Affairs and National Resources. Stated educational objectives of the department are (1) to provide a basic elementary and secondary education for all children in the Northwest Territories and vocational and adult education for those beyond school age and (2) to have all children in the Northwest Territories and all Eskimo and Indian children in Arctic Quebec in school by 1969 or 1970. The document contains sections on administrative functions of the Education Division, educational expenditures, teacher qualifications, curriculum planning, vocational and adult education, school services, and enrollment statistics. (BD/GC)

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ED038236

ANNUAL REPORT

of the

Education Division

concerning education

in the

Northwest Territories

and

Arctic Quebec

1963 - 1964

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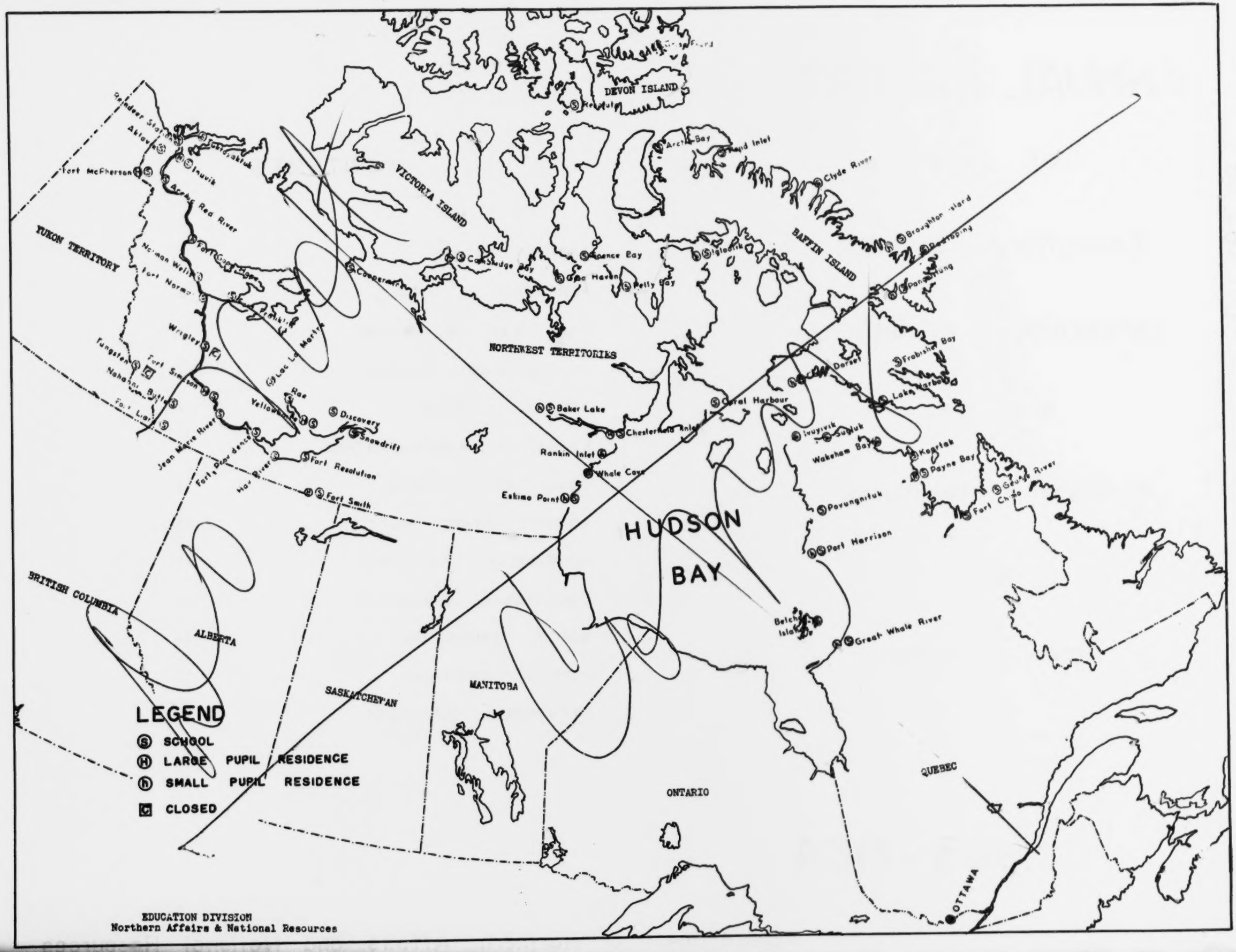
Issued under the authority of
Honourable Arthur Laing, P.C., M.P., B.S.A.,
Minister of Northern Affairs and National Resources
Ottawa

Department of Northern Affairs and National Resources


DEVON ISLAND
VICTORIA ISLAND
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NORTHWEST TERRITORIES
YUKON TERRITORY
HUDSON BAY
BRITISH COLUMBIA
ALBERTA
SASKATCHEWAN
MANITOBA
ONTARIO
QUEBEC
OTTAWA
Reindeer Station
Aklavik
Inuvik
Fort McPherson
Arctic Red River
Fort Norman
Norman Wells
Fort Good Hope
Wrigley
Fort Simpson
Nahanni Butte
Fort Liard
Jean Marie River
Fort Providence
Hay River
Fort Resolution
Fort Smith
Lac La Martre
Rae
Yellowknife
Discovery
Snowdrift
Coppermine
Cambridge Bay
Spence Bay
Gjoa Haven
Pelly Bay
Arctic Bay
Lord Inlet
Clyde River
Broughton Island
Pangnirtung
Frobisher Bay
Lake Harbour
Cape Dorset
Iglulik
Baker Lake
Chesterfield Inlet
Rankin Inlet
Whale Cove
Eskimo Point
Coral Harbour
Ivuyivik
Sugluk
Wakeham Bay
Kegrtak
Payne Bay
Povungnituk
Port Harrison
Great Whale River
Fort Chimo
George River
Belcher Islands
LEGEND
SCHOOL
LARGE PUPIL RESIDENCE
SMALL PUPIL RESIDENCE
CLOSED
EDUCATION DIVISION
Northern Affairs & National Resources

FOREWORD

This 1963-64 Report is the first of what is planned to be a yearly publication. The report is produced for the purpose of providing an overall, yet concise picture of the educational operation in the Northwest Territories and for Eskimos in Arctic Quebec. It is not intended as an exhaustive statistical statement but as an informal means of telling the rapidly changing story of educational development in the North.

We hope that this report will prove interesting as well as informative and that it will provide an insight into the educational system of Canada's vast Northland.

B. Thorsteinsson,
Chief, Education Division.

EDUCATION IN THE NORTH

OBJECTIVES

The educational objective of the Department of Northern Affairs and National Resources is to provide basic elementary and secondary education for all children in the Northwest Territories and vocational and adult education for those beyond school age. The Department is planning to have all children in the Northwest Territories and all Eskimo and Indian children in Arctic Quebec in school before the end of the present decade.

THE YEAR IN REVIEW

Development in northern settlements continued at an increased pace during the year. Neat rows of prefabricated houses as well as co-operative buildings and the expansion of school facilities are indicative of the rapid changes.

From Monday morning roll-call to the Saturday night dance, the school was the centre of community activity. From tiny Grise Fiord, the site of Canada's most northern school, to busy Fort Smith near the provincial borders, the influence of the school on the community was obviously on the increase. The children of the day classes as well as their parents in the evening ones made full use of the educational facilities. The women and older girls learned how to prepare food and made dresses while the hunters studied basic English and arithmetic.

The school is increasingly becoming a second home to many. In the larger centres like Yellowknife and Inuvik, students from every part of the north fly in to the school once a year, live in modern residences, take advanced courses (either academic or vocational) and return home in the summer. During

the year a hundred-bed wing was added to Akaitcho Hall at Yellowknife, doubling its capacity.

The schools have a variety of practical courses, especially designed for northern students. Units of study have been developed by northern teachers and the curriculum staff to preserve the culture and history of arctic settlements - as well as to introduce studies of the outside world. New units are now in preparation.

During the year, 25 northern students qualified for grants (totalling more than fifteen thousand dollars) from the territorial government to attend universities in the south; loans for board and lodging were made to other students.

Under the Apprentice Training Ordinance, territorial grants are available to residents over 16 who wish to become skilled tradesmen. Trades range from auto mechanics to barbering; apprentices are paid for on-the-job work. Training cost, travelling, and living expenses for the theoretical parts of courses are paid by the territorial government.

The opportunity to attend school regularly is the most significant change in the lives of Eskimo children. Attendance in schools administered by Northern Affairs has passed the 6200 mark; of this number about 1500 live in residence. During the year, twelve new eight-pupil residences were built; some of the youngsters who moved in to them attended school regularly for the first time in their lives.

The aim of having every child in school, taking work best suited to his aptitudes and abilities is still in the future. However, the steps to that goal are no longer ill-defined.

A BACKWARD GLANCE

Prior to 1946, the only school facilities in existence other than a public school at Yellowknife, were provided by the churches - some day schools, some residential. In 1947, the Federal Government opened its first school at Tuktoyaktuk. By 1955, a few Government schools had been opened at various centres but no overall plan had been developed for bringing education to all resident children in the Territories. In 1955, the responsibility for the education of Indian children was transferred from the Department of Citizenship and Immigration to the Department of Northern Affairs and National Resources and in the same year the Government embarked upon a six-year program to make educational facilities at the elementary and secondary levels available to all children in the Mackenzie District and to some children in the Eastern Arctic, including Eskimo children in Arctic Quebec. There were then approximately 1,097 Indian children of school age in the Territories of whom 425 (39%) were attending school and only about 300 of these regularly. There were also approximately 2,116 Eskimo children of school age of whom 327 (15%) were attending school. After the take-over of Indian Schools in 1955, there were 23 federally-operated schools, six residential mission schools and two municipal schools in existence. Since

FIRST FEDERAL SCHOOL ESTABLISHED IN THE NORTHWEST TERRITORIES

TUKTOYAKTUK – 1947

that time 37 federal schools in various communities have been built and one new municipal school at Hay River has been constructed. The Federal Government constructed eight large pupil residences accommodating from 50 to 250 pupils each to replace the mission residential schools, the last of which ceased to exist in 1960. Since that date, several small eight-pupil (family-type) residences have commenced operation in small communities in the Arctic District. As of March 31, 1964, 2491 Eskimos, 1199 Indians and 2523 others, a total of 6213 children in the Northwest Territories and Arctic Quebec were enrolled in schools. Approximately 82.5% of the total school-age population in the Northwest Territories and Arctic Quebec were enrolled during the 1963-64 academic year.

SIR ALEXANDER MACKENZIE SCHOOL – INUVIK

SCHOOL SYSTEM

Education in the Northwest Territories is the joint responsibility of the Federal Government and the Government of the Northwest Territories. The Federal Government is responsible for the education of Indians and Eskimos and the Government of the Northwest

Territories for the education of all others. Except where school districts have been organized the Department operates the school system on behalf of both the Federal and the Territorial governments, each contributing towards the cost in proportion to the number of children enrolled. All schools operate on an ethnically-integrated basis. The Department also constructs and operates schools in Arctic Quebec.

The Old
FIRST PUBLIC SCHOOL – YELLOWKNIFE

The New
SIR JOHN FRANKLIN SCHOOL – YELLOWKNIFE

SCHOOL DISTRICTS

Three school districts; namely, Yellowknife Public School District No. 1, Yellowknife Separate School District No. 2 and the Hay River Separate School District No. 3 have been established in the Northwest Territories.

The school districts are financed partly by local taxation and partly by grants in aid from the Federal and Territorial governments. The Education Division provides advisory and supervisory services for school districts.

COMPANY SCHOOLS

At present there are two company schools in operation in the Northwest Territories at Discovery near Yellowknife, and at Tungsten near the Yukon border. The companies provide the school facilities and utilities as well as living quarters for the teachers. In all other respects the schools are operated in the same manner as federal schools.

EDUCATIONAL ADMINISTRATION

Schools in the north are administered within the framework of a decentralizing program. For administrative purposes, the Northwest Territories and Arctic coastal regions of Quebec are divided into two districts. The line of demarcation follows closely the 105° meridian with the Mackenzie District to the west and the Arctic District to the east.

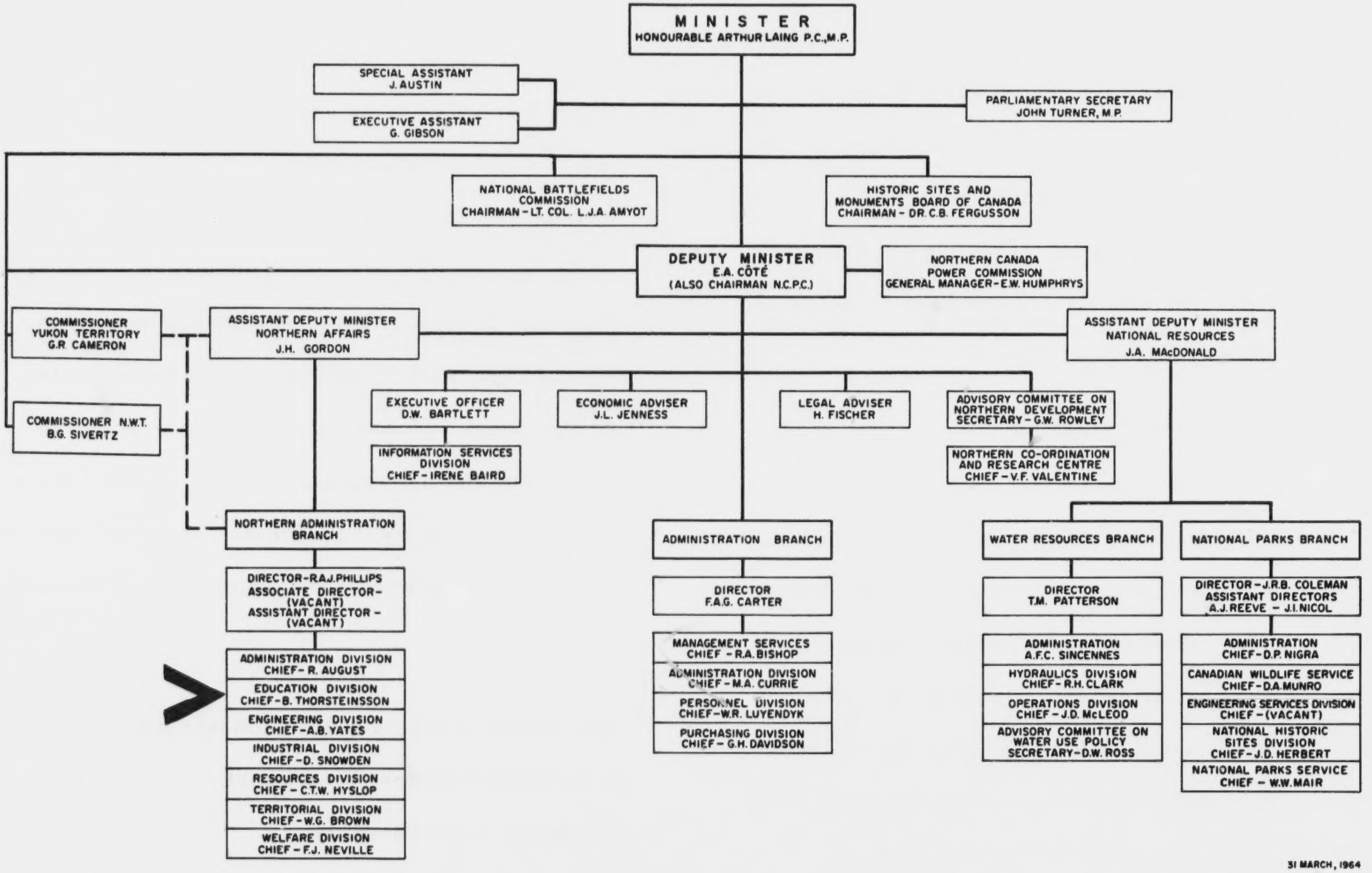
General Functions of the Education Division

The Education Division is responsible for the development, general supervision and administration of educational services within the Northwest Territories and northern Quebec. To fulfill this responsibility, the Division exercises those normal, advisory, administrative and regulatory supervisory functions in respect of the Territories that a provincial Department of Education would carry within a province. These functions relate to the development and the application of educational programs in elementary and secondary education, higher education, vocational education and adult education.

The Division comprises five sections: Administration, School Services, Vocational Education, Curriculum and Adult Education.

DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES

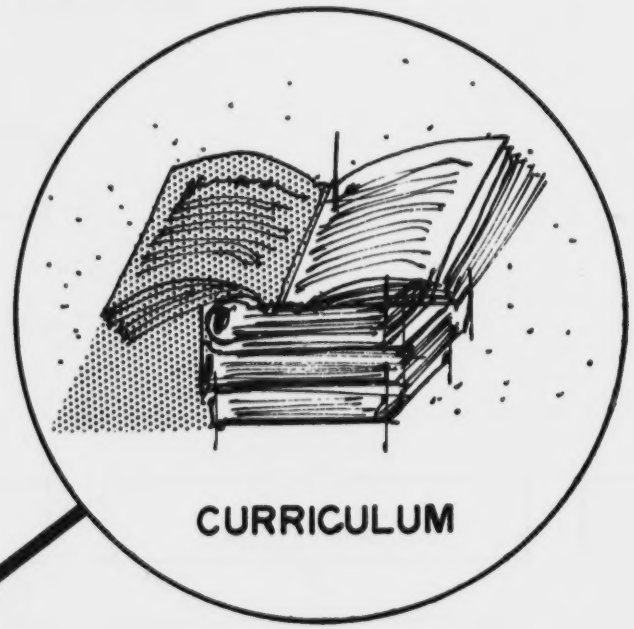
ORGANIZATION CHART



31 MARCH, 1964

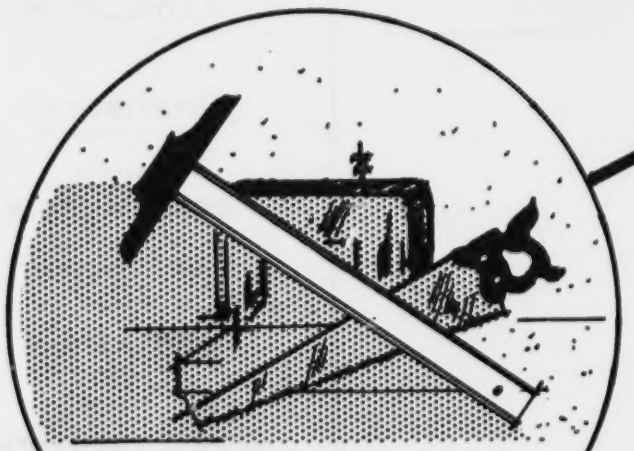
OUR ORGANIZATION

ADMINISTRATION

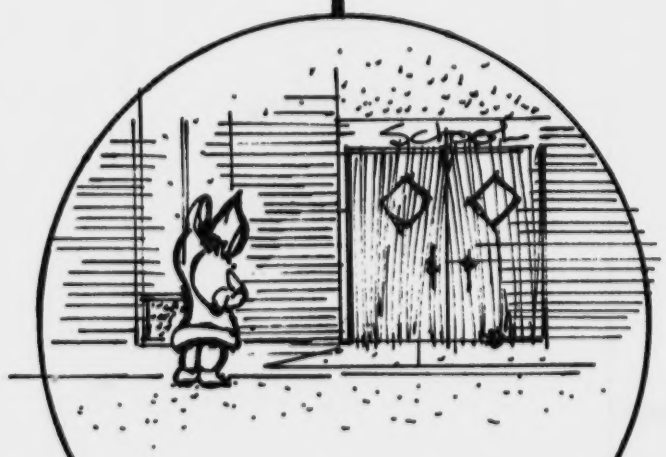


CURRICULUM

EDUCATION DIVISION



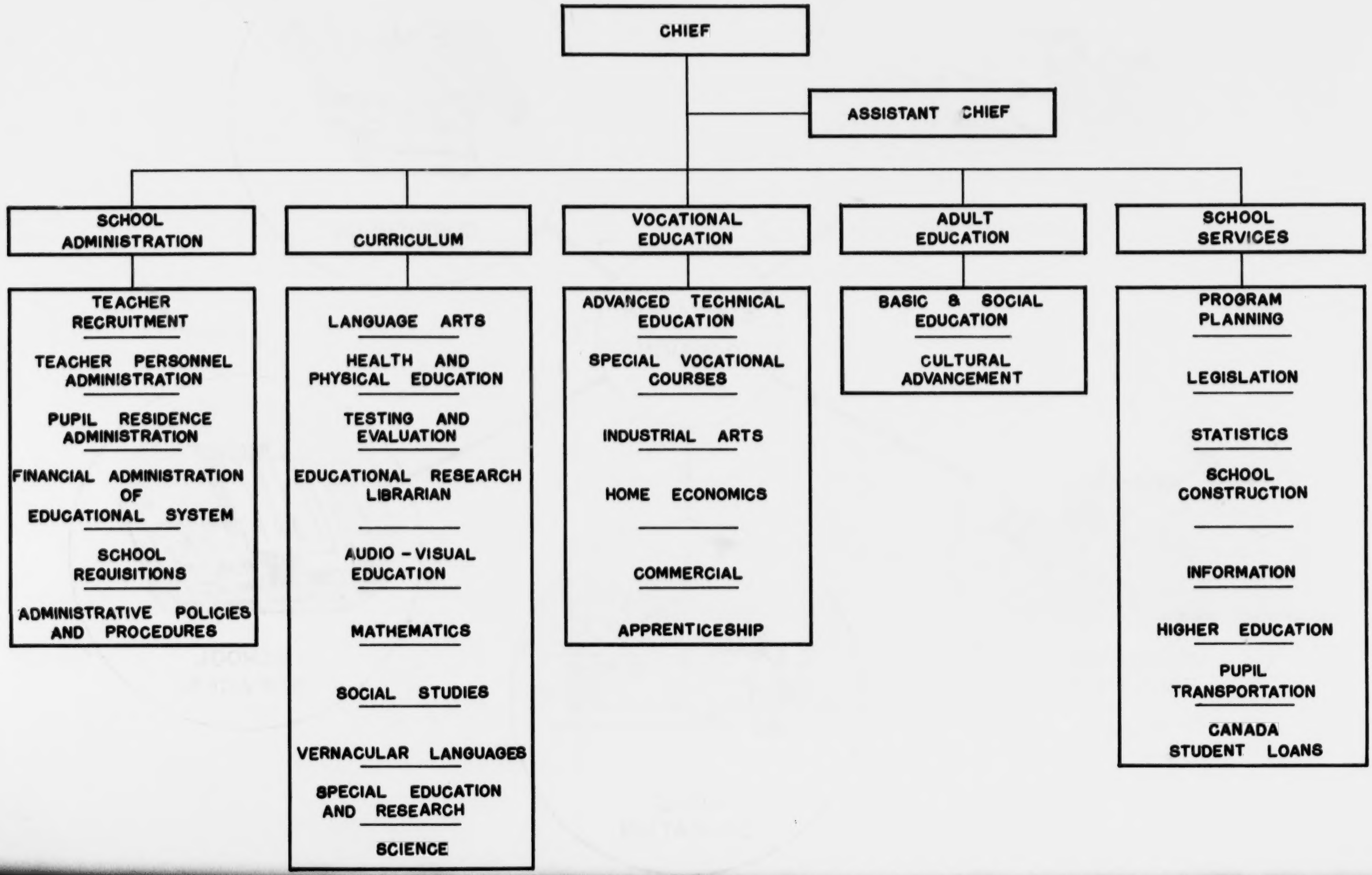
VOCATIONAL EDUCATION



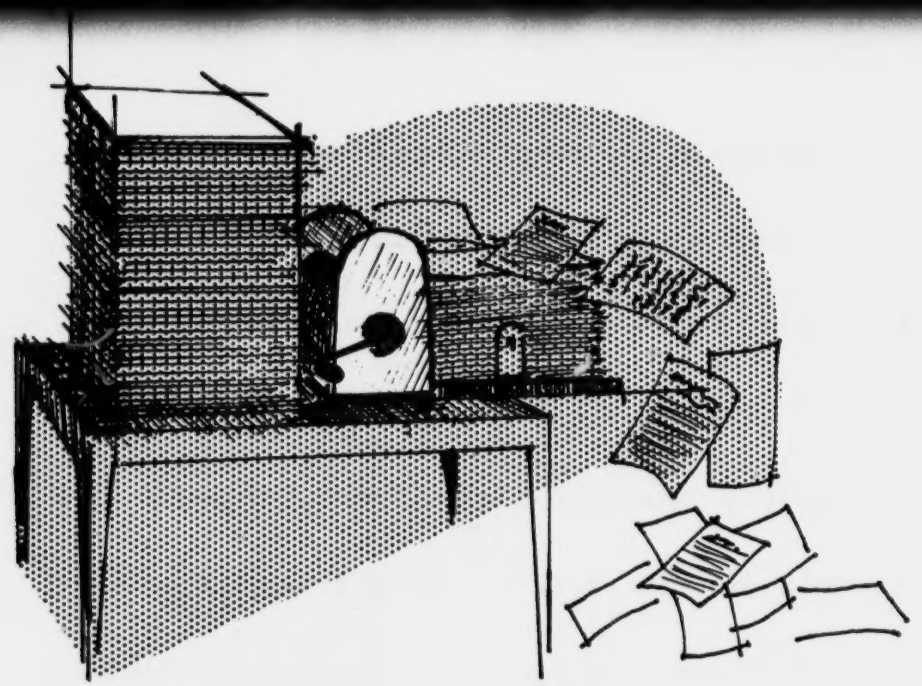
ADULT EDUCATION

SCHOOL SERVICES

EDUCATION DIVISION
DEPARTMENT OF NORTHERN AFFAIRS & NATIONAL RESOURCES
ORGANIZATION CHART



ADMINISTRATION SECTION ...



ADMINISTRATION SECTION

The Administration Section is responsible for the general administrative functions necessary to the operation of the Division. It assists in the formulation of administrative procedures and policies relating to the management of schools and pupil residences.

FINANCE

The Section is responsible for the financial operations of the Division, and the preparation of estimates for the Federal Government and for the education allotments for the Government of the Northwest Territories. Analyses of operating and capital costs of all phases of the educational program and comparative records of these costs are made by the Section. It establishes budgetary controls and prepares recommendations on Federal-Territorial financial relations. It also recommends and arranges capital contributions from departments of the Federal Government in financing the construction and operation of schools in the Yukon Territory.

STAFF

Coordination of recruitment, selection and appointment of teaching staff is another responsibility of this section. It deals with staff records, transfers, terms of service and other related personnel problems.

OPERATING PROCEDURES

The section establishes standards and procedures for the requisition of supplies and materials or schools and pupil residences and develops basic controls and inventory systems. Directives from the Section establish operating procedures for educational establishments in the north.

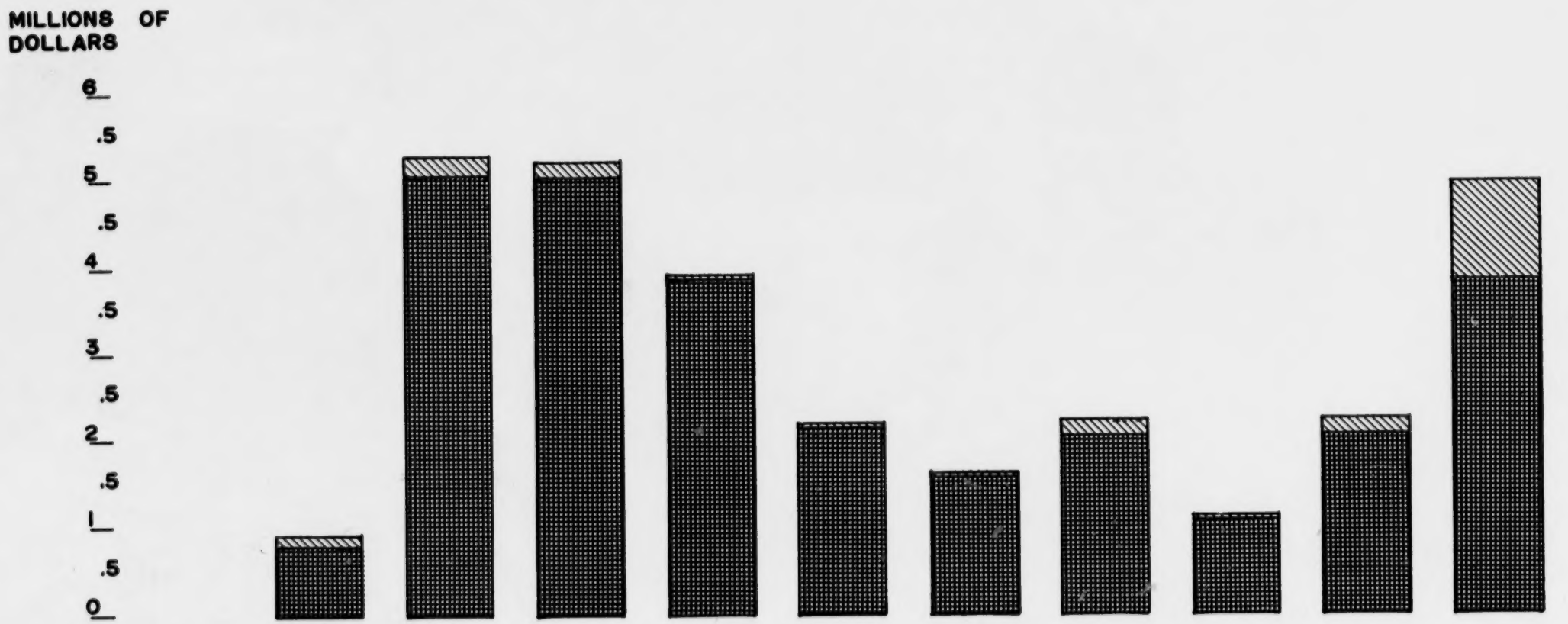
It is the responsibility of the Section to devise and maintain efficient administrative procedures and work standards in the Division and throughout the educational system in the Northwest Territories. It prepares procedure and and policy manuals, memoranda, reports and submissions to the Treasury Board; the Governor General in Council; the Commissioner of the Northwest Territories and other departmental officials on a wide variety of subjects as required.

SCHOOL and PUPIL RESIDENCE

YELLOWKNIFE

EXPENDITURE ON EDUCATION — N.W.T.

CONSTRUCTION



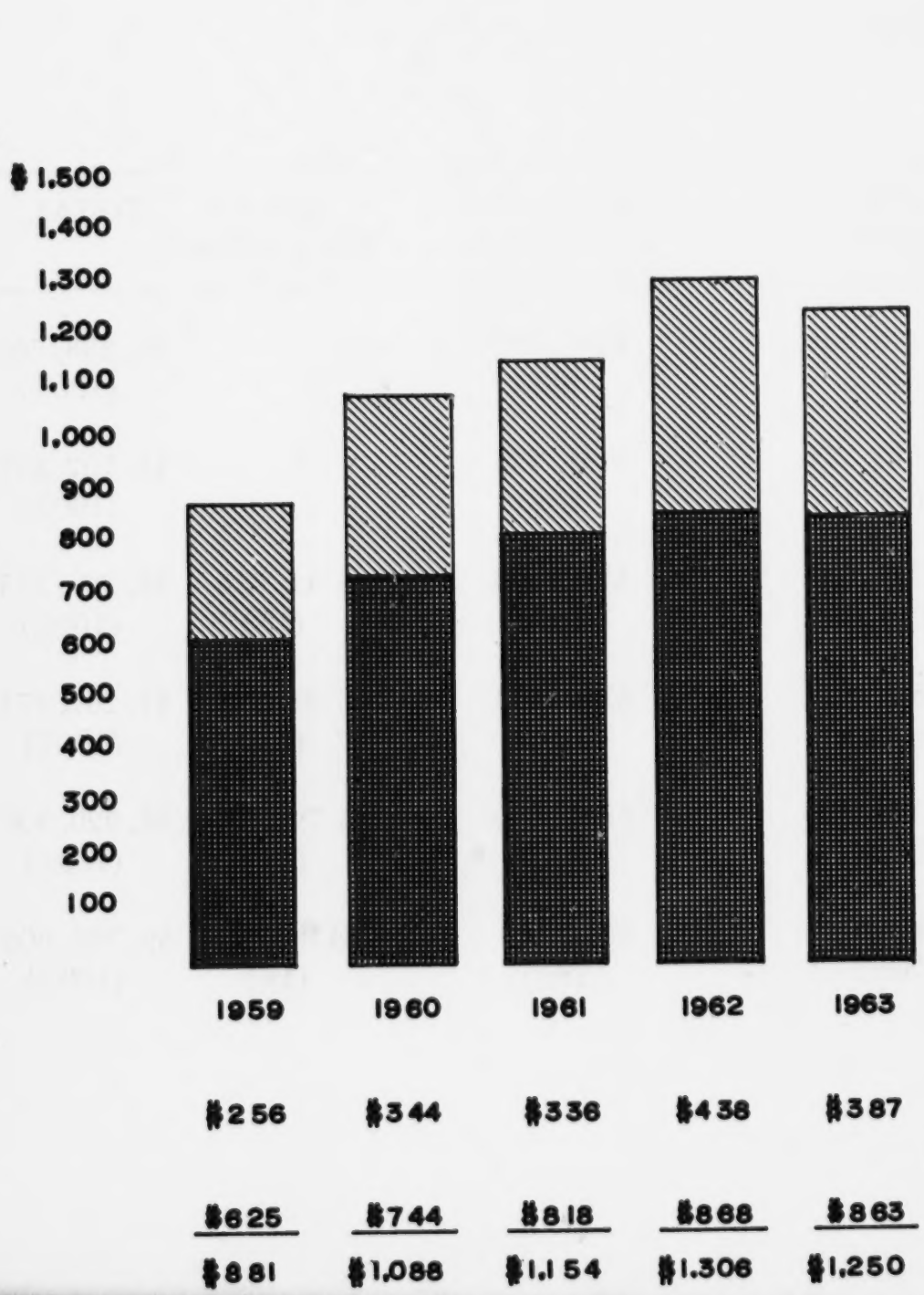
	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65 (forecast)	1965-66 (submitted)
FEDERAL	1,751,983	5,036,987	5,049,486	3,910,314	2,240,514	1,601,884	2,142,614	1,152,528	2,243,700	3,838,900
N.W.T.	222,130	502,571	458,726	87,925	7,163	47,796	305,436	36,920	401,800	1,192,290
TOTAL	1,974,113	5,539,558	5,508,212	3,998,239	2,247,677	1,649,680	2,448,050	1,189,448	2,645,500	5,031,190
FEDERAL	89%	91%	92%	98%	99%	97%	88%	97%	85%	76%
N.W.T.	11%	9%	8%	2%	1%	3%	12%	3%	15%	24%

EXPENDITURES
A SIX-YEAR ANALYSIS

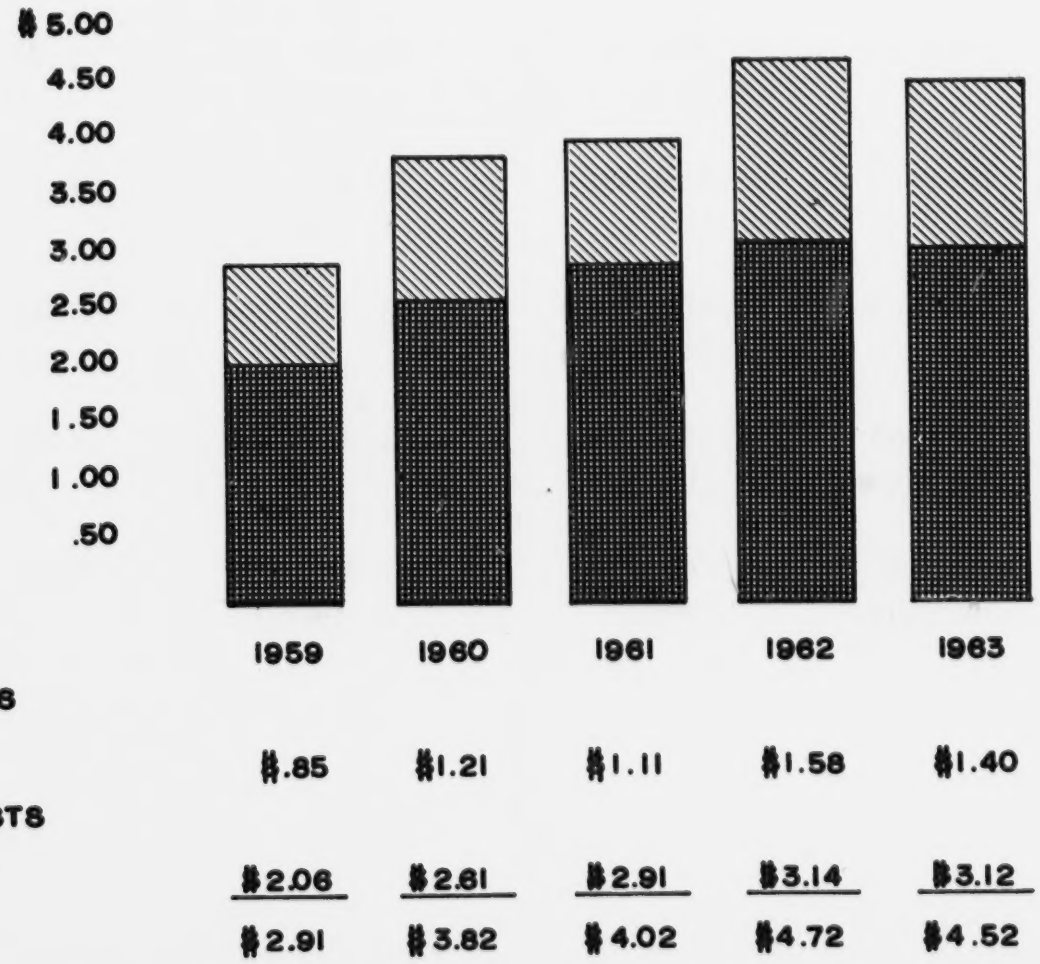
YEAR	ADMINISTRATION	FEDERAL SCHOOLS	MISSION AND OTHER SCHOOLS	PUPIL RESIDENCES	VOCATIONAL EDUCATION	ADULT EDUCATION	TOTAL
1960-61	$ 768, 439 (14%)	$3, 103, 820 (58%)	$ 80, 845 (2%)	$1, 198, 519 (22%)	$187, 137 (4%)	-	$5, 338, 760 (100%)
1961-62	$1, 045, 607 (17%)	$3, 459, 900 (56%)	$ 35, 425 (1%)	$1, 373, 270 (22%)	$188, 625 (4%)	-	$6, 102, 827 (100%)
1962-63	$1, 690, 856 (25%)	$3, 425, 577 (50%)	$ 13, 120 (1%)	$1, 355, 731 (19%)	$282, 293 (4%)	$ 11, 736 (1%)	$6, 779, 313 (100%)
1963-64	$1, 705, 824 (23%)	$3, 750, 284 (51%)	$ 61, 736 (1%)	$1, 553, 889 (22%)	$192, 803 (2%)	$ 23, 238 (1%)	$7, 287, 774 (100%)
1964-65 (Budget)	$1, 721, 170 (19%)	$3, 770, 225 (42%)	$332, 875 (4%)	$2, 220, 725 (25%)	$795, 325 (9%)	$ 79, 780 (1%)	$8, 920, 100 (100%)
1965-66 (Budget)	$1, 768, 775 (18%)	$3, 911, 414 (40%)	$291, 800 (3%)	$2, 934, 092 (30%)	$742, 019 (8%)	$118, 700 (1%)	$9, 766, 800 (100%)

OPERATING COSTS FOR PUPIL RESIDENCES – N.W.T.

PER PUPIL PER ANNUM



PER PUPIL PER DIEM

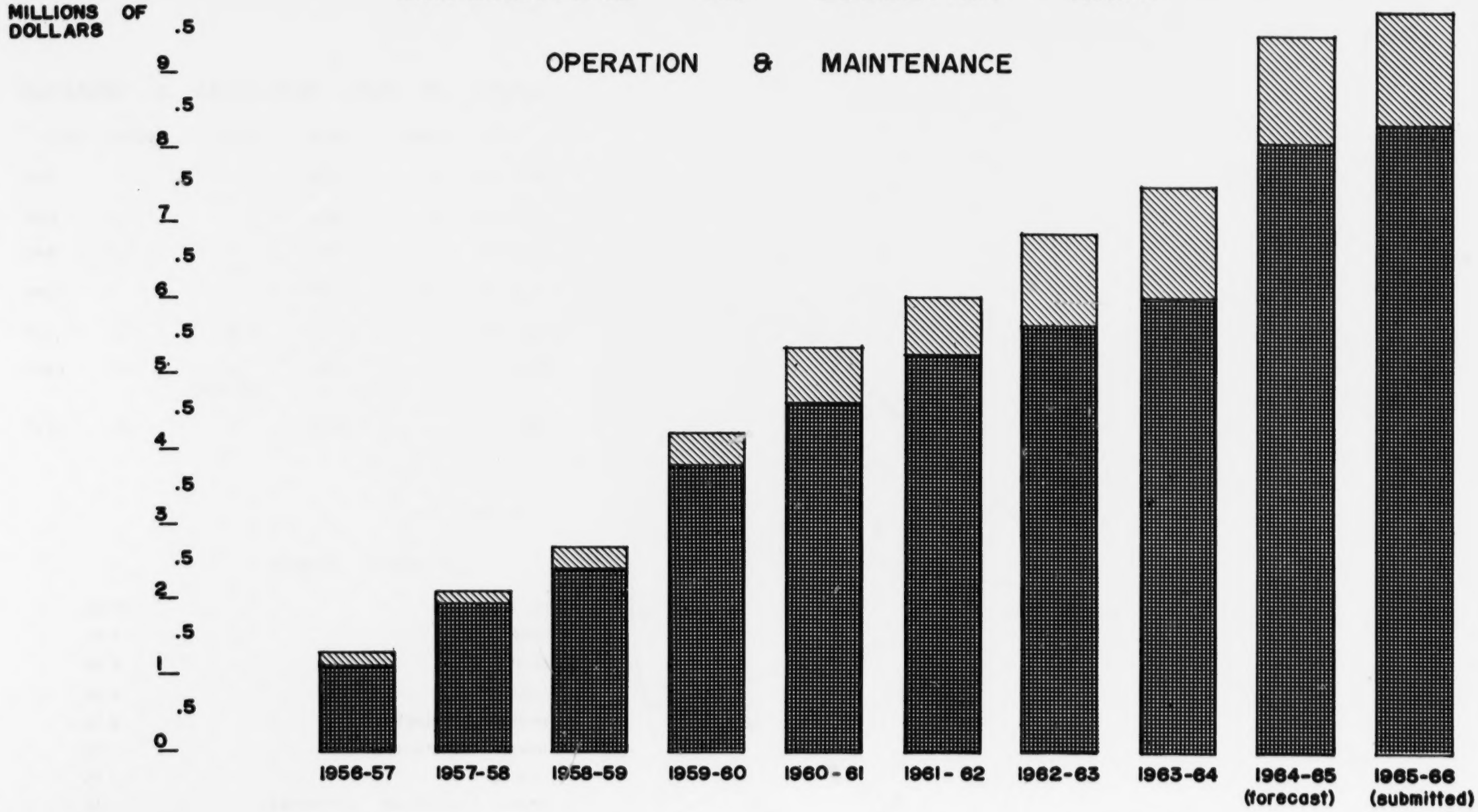


DIRECT COSTS

CONTRACT COSTS

EXPENDITURE ON EDUCATION – N.W.T.

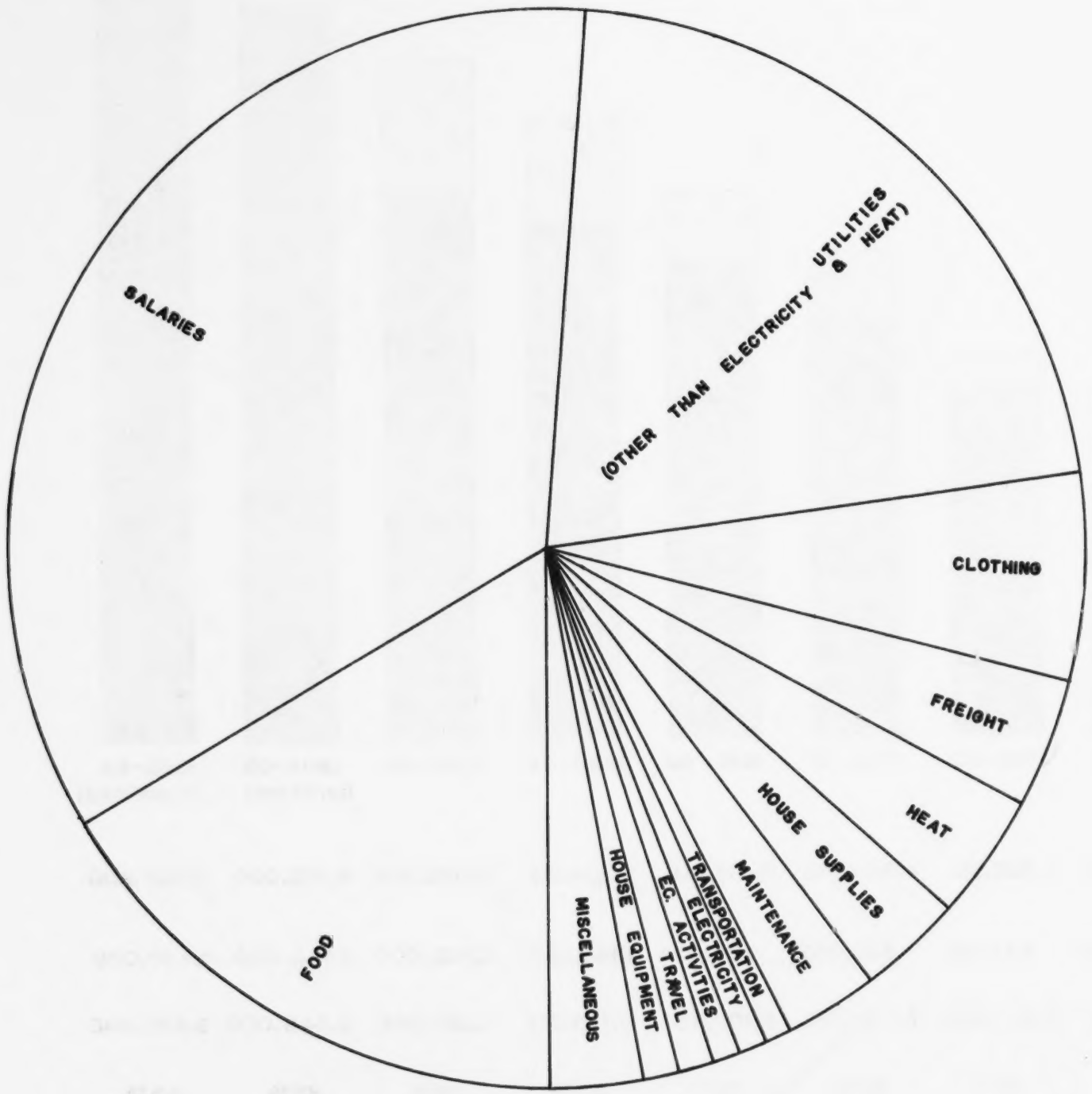
OPERATION & MAINTENANCE



	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65 (forecast)	1965-66 (submitted)
FEDERAL	1,173,239	1,994,999	2,424,120	3,793,361	4,696,725	5,393,140	5,639,133	6,085,744	8,128,000	8,395,800
N.W.T.	148,817	174,297	294,032	444,192	642,035	709,687	1,140,180	1,202,000	1,420,000	1,440,000
TOTAL	1,322,056	2,169,296	2,718,152	4,237,553	5,338,760	6,102,827	6,779,313	7,287,744	9,548,000	9,835,800
FEDERAL	89%.	92%	89%	89%	88%	88%	83%	84%	85%	85%
N.W.T.	11%	8%	11%	11%	12%	12%	17%	16%	15%	15%

PUPIL RESIDENCES — OPERATING COST

1963 - 64 $1,250,000



NUMBER OF PUPIL RESIDENCES IN OPERATION

	LARGE	BEDS	SMALL	BEDS	TOTAL
1957 - 58	3	400	-	-	400
1958 - 59	5	900	-	-	900
1959 - 60	6	980	-	-	980
1960 - 61	8	1,180	-	-	1,180
1961 - 62	8	1,180	9	76	1,256
1962 - 63	8	1,180	10 (23 units)	160	1,340
1963 - 64	8	1,280	10	190	1,470

LEGEND

CONTRACT COSTS

SALARIES	34 %	
FOOD	17 %	
CLOTHING	6 %	
FREIGHT	4 %	
HOUSE SUPPLIES	3 %	
HOUSE EQUIPMENT	1 %	
TRAVEL	1 %	
EXTRA CURRICULAR ACTIVITIES	1 %	
MISCELLANEOUS	2 %	
		69%

DIRECT COSTS

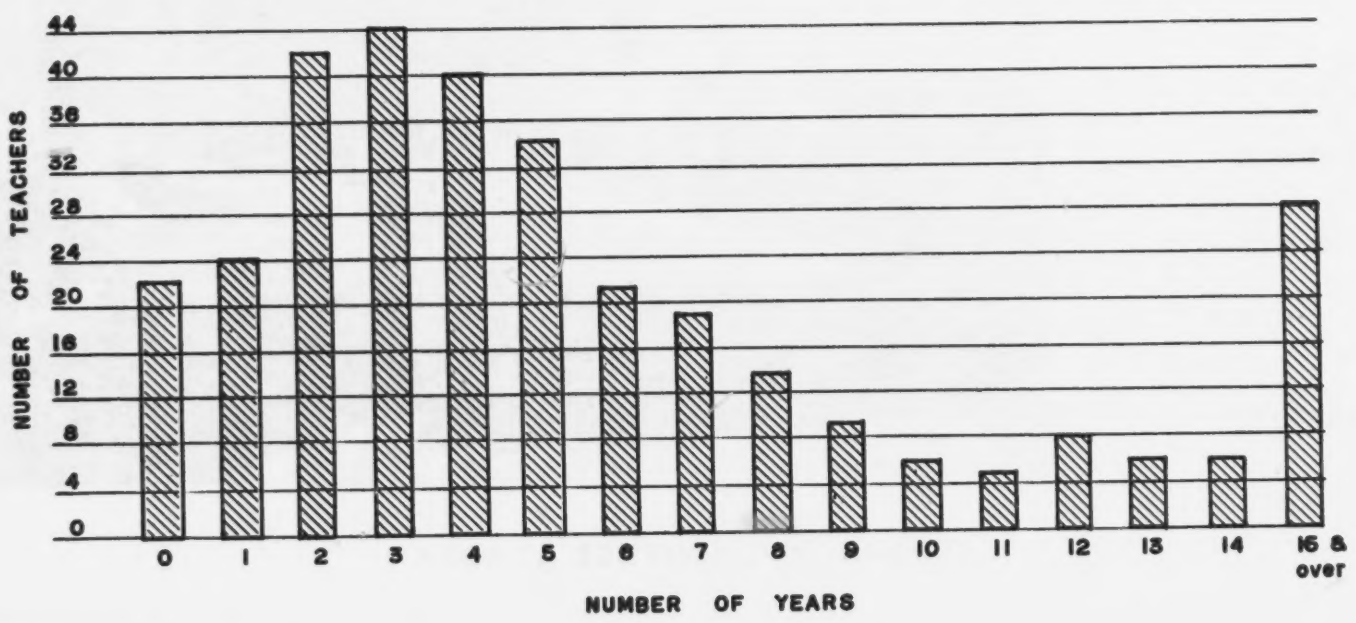
HEAT	4 %	
ELECTRICITY	1 %	
OTHER UTILITIES	21 %	
MAINTENANCE	3 %	
TRANSPORTATION	1 %	
OTHER MISCELLANEOUS	1 %	
		31%
		100%

EMPLOYMENT OF TEACHERS FOR THE SCHOOL YEAR 1963-64

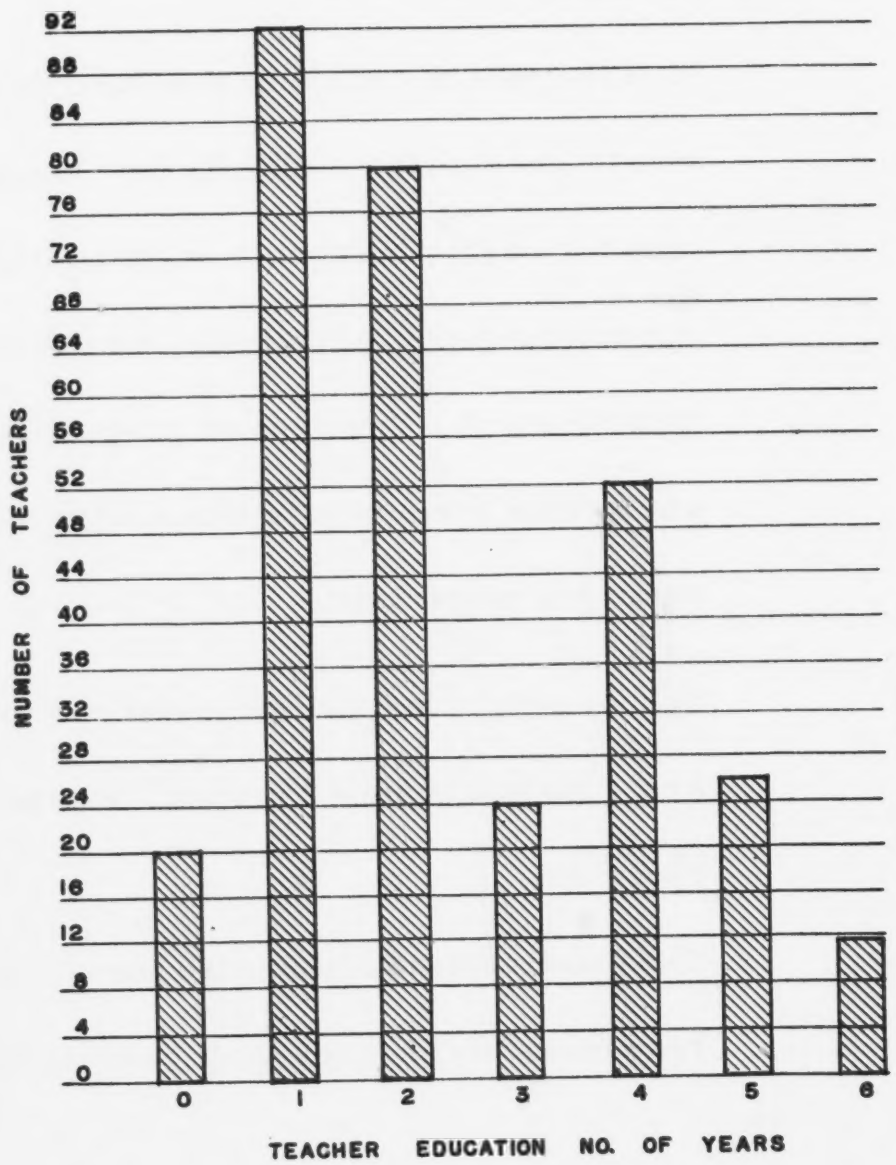
TEACHING CERTIFICATES HELD

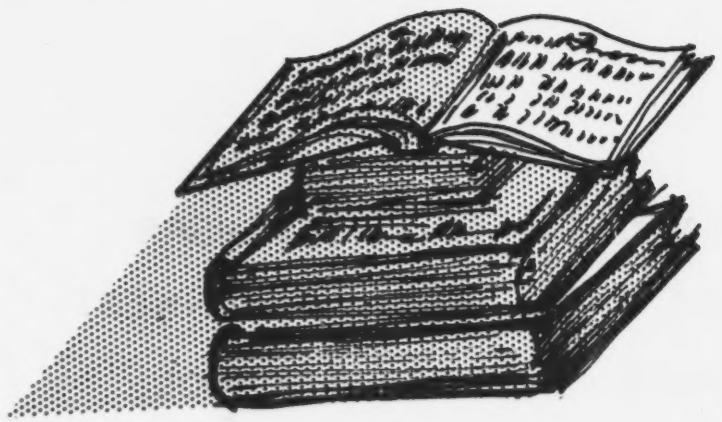
PROVINCE OF CANADA	NUMBER EMPLOYED
BRITISH COLUMBIA	19
ALBERTA	27
SASKATCHEWAN	58
MANITOBA	41
ONTARIO	64
QUEBEC	7
NEW BRUNSWICK	9
NOVA SCOTIA	29
PRINCE EDWARD ISLAND	2
NEWFOUNDLAND	4
OTHER COUNTRIES	
GREAT BRITAIN	22
UNITED STATES	7
AUSTRALIA	2
EIRE	2
JAMAICA	1
DENMARK	1
	295

TEACHERS TEACHING EXPERIENCE OUTSIDE THE NORTHWEST TERRITORIES TO JUNE, 1964



QUALIFICATIONS OF TEACHERS EMPLOYED IN THE NORTHWEST TERRITORIES DURING SCHOOL YEAR 1963 - 64





CURRICULUM SECTION

It is the responsibility of the Curriculum Section to provide leadership in developing curricula for northern schools in co-operation with superintendents, principals, teachers and administrators. The Section prepares, selects and adapts for northern use a wide variety of resource materials.

School programs and instructional materials are constantly under review, evaluation and revision.

The Curriculum Section also has an important responsibility in providing consultative ser-

CURRICULUM SECTION

vices to officers of the Division, superintendents of schools, principals and teachers. The most significant feature of the work of the Section is its role in co-ordinating the activities of local curriculum committees of teachers in the field.

CURRICULUM COMMITTEE AT WORK

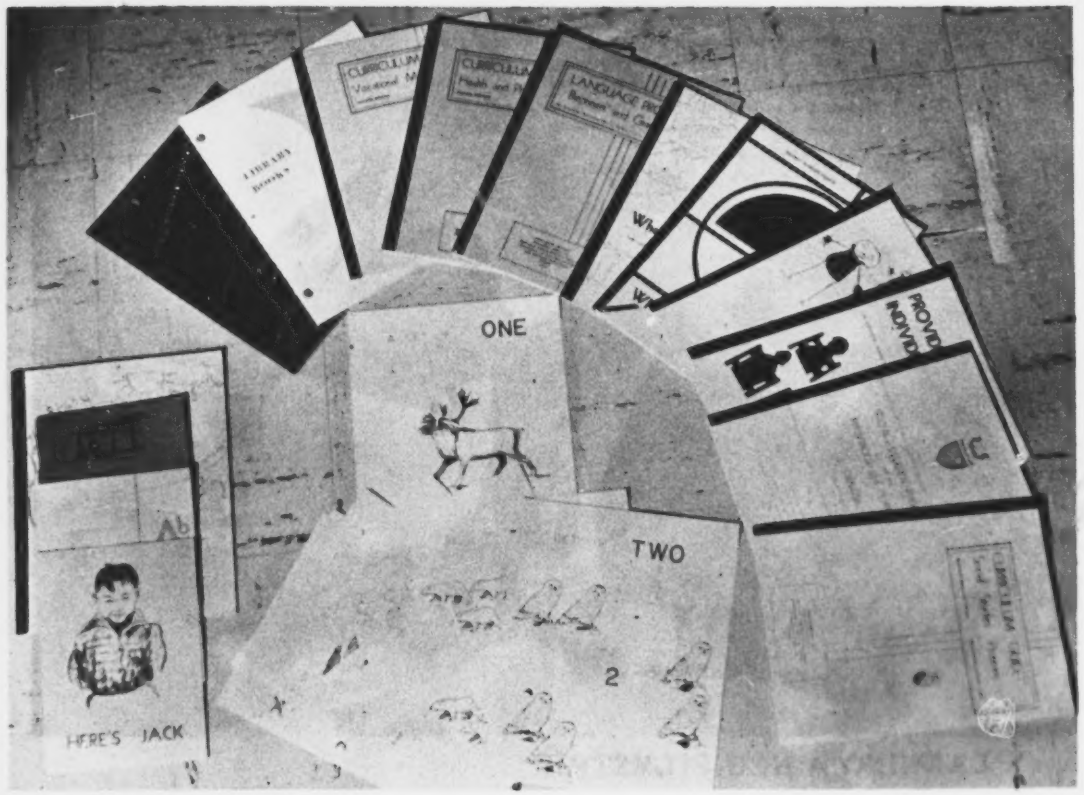
CURRICULUM DEVELOPMENT

Although the approach to curriculum development in the northern school system is a centrally co-ordinated one, yet the work of school program development for northern schools is one of the most decentralized and widespread services offered to the teachers and to the schools. Curriculum specialists assume a role of co-operative educational leadership and at the same time provide for a maximum involvement of teachers in the work of school program construction. In so doing, intensive in-service training programs are provided for teachers (northern education has to grow its own experts). In this way it is ensured that school programs are developed by competent persons having first-hand knowledge of and experience in the northern education setting.

PLANNING A NEW FILMSTRIP

CURRICULUM PROGRAMS

Curriculum workers in the Section together with field committees have co-operated in producing two new programs in Social studies as well as others in Language Arts (Reading, Language, Writing), Health and Physical Education, and an Accelerated Academic Upgrading Program. A variety of reading materials based on the northern environment have been produced and are currently in use.



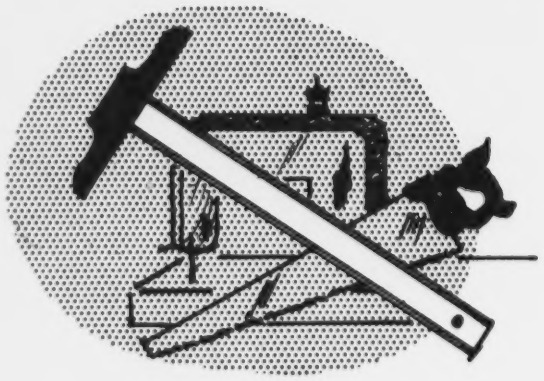
CURRICULUM MATERIALS AVAILABLE TO SCHOOLS

The Curriculum Section together with the twenty-six curriculum committees in northern settlements are at present revising old programs and developing new ones. In the near future all the provincial programs presently used in northern schools will be replaced by new school programs which will be indigenous to the north and within the context of northern living.

RELATED PROJECTS

In addition to organizing and assisting local curriculum committees, other current projects of the section include the provision of in-service training courses in mathematics and library work; the preparation of filmstrips which include two on the Government in the Northwest Territories; the organization of science and testing programs; the preparation of a variety of teaching aids and the continued development of audio-visual and school library services.

SCHOOL LIBRARY SERVICES



VOCATIONAL EDUCATION SECTION

VOCATIONAL EDUCATION

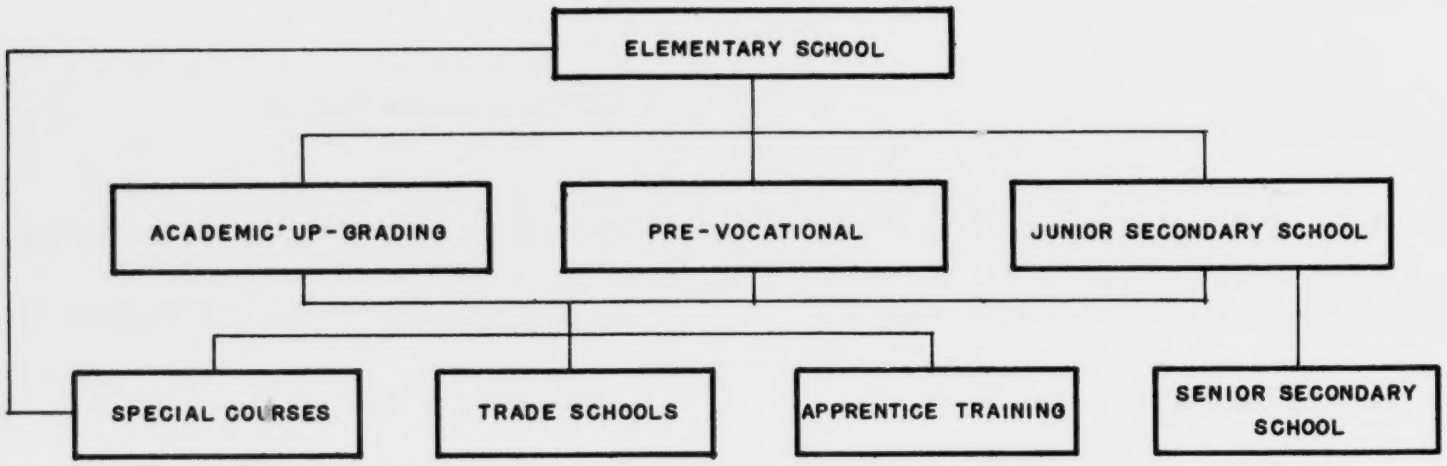
The Vocational Education Program for the Northwest Territories is based upon the policy that equal opportunity be extended to all residents. As the following diagrams indicate, the program will provide training and/or assistance for residents who have different levels of academic preparation.

THE IN-SCHOOL PROGRAM

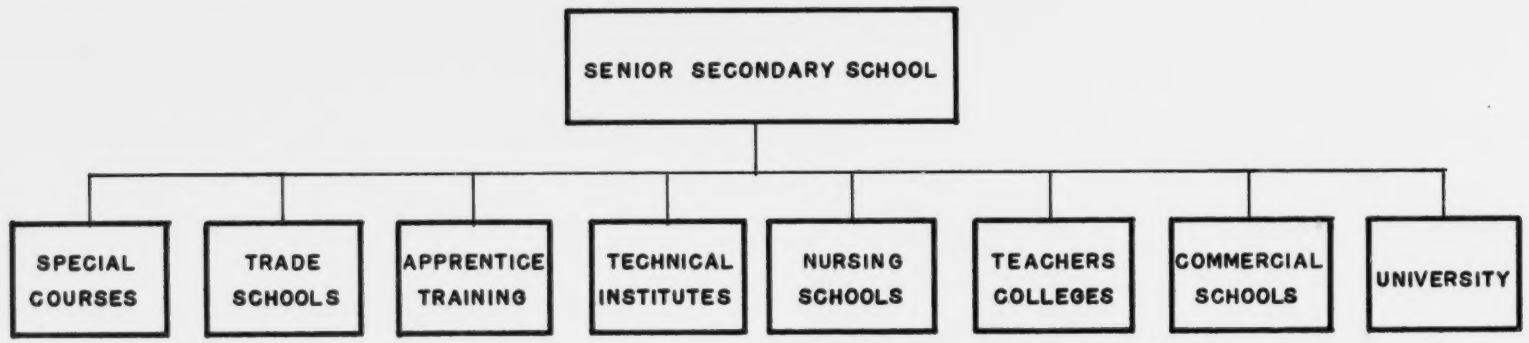
Junior-Secondary Schools

Industrial Arts and Home Economics are compulsory subjects for pupils in Grades VII, VIII, and IX. Unique curriculum guides, which take cognizance of the background and experiences of northern pupils have been developed in both of these subjects. Some schools offer optional courses in commercial subjects at these grade levels.

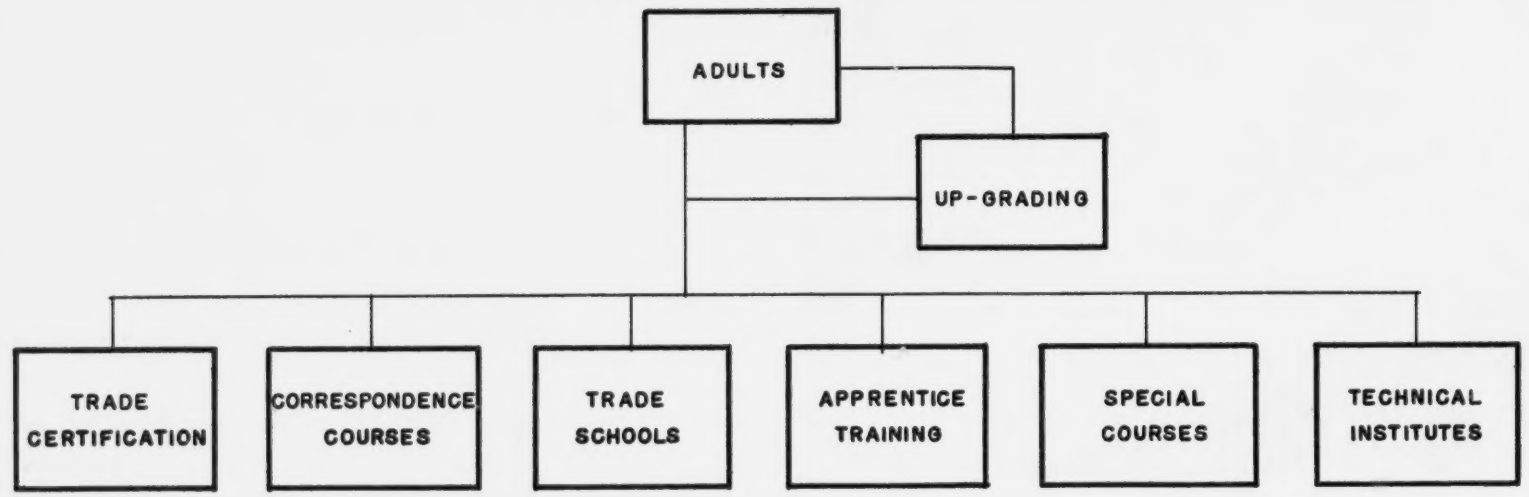
MOTOR REPAIR, INDUSTRIAL ARTS CLASS, GREAT WHALE RIVER, P.Q.



Elementary school graduates may proceed direct to Special Courses, or may, before taking training, be given academic up-grading, pre-vocational training or secondary school education. The longer a person remains in school, the more effective should his vocational education and training be



Senior Secondary School graduates may proceed to technical institutes, nursing schools, teacher training colleges, commercial schools, universities or to other post secondary school level institutions. Trainees must meet the entrance requirements of the institution and course chosen



An adult may proceed direct to any of the above training programs if in possession of entrance requirements. If not in possession of entrance requirements, an up-grading courses may be provided.

Senior-Secondary Schools

By adapting the curriculum of the province adjacent to the different regions of the Northwest Territories, suitable programs in Industrial Arts, Home Economics, and commercial subjects are available to help pupils make valid vocational choices and learn saleable skills.

WOODWORKING, SIR JOHN FRANKLIN SCHOOL, YELLOWKNIFE, N.W.T.

Special In-School Programs

Because of their cultural heritage, many of the pupils in the schools of the Northwest Territories intend to return to a life on the land and during their school career spend time away from school. These pupils, through no fault of their own, become age-grade retarded. Special programs in Home Economics and Industrial Arts and Related Activities have been devised based on the indigenous way of life. Examples of some of the courses outlined are: trapping, preparation of furs, outboard motor repair, and foods for health.

Pre-Vocational School

The Sir John Franklin School in Yellowknife offers an extensive program of pre-vocational training for boys and girls in a variety of occupational areas. The pupils spend 50 per cent of their time in school

in vocational courses and the remainder in a special academic up-grading program. When pupils have successfully completed the pre-vocational programs they may enter the academic program, take a further vocational course in southern Canada, enter the apprenticeship program or go direct into employment or training-on-the job.

AUTO MECHANICS CLASS, SIR JOHN FRANKLIN SCHOOL, YELLOWKNIFE, N.W.T.

POST-SCHOOL PROGRAM

Under the Vocational Education Program, residents may attend courses in technical institutes, commercial schools, nursing, teacher training and other courses.

Special Vocational Courses

Courses are offered throughout the Northwest Territories to train the residents to take advantage of the natural resources of the area. Such courses include fur-garment manufacturing, tourist guiding, log-house building, boat-building and repairing.

The fur-garment course is an example of the development of a local industry from an initial training project. This has occurred at Aklavik and Tuktoyaktuk. In addition, special vocational courses are held at establishments in southern Canada. These kinds of courses, which are normally short in length, are to train people to fill specific jobs such as diesel power plant operating or heavy equipment operating.

SIKUSI ARCTIC ICE WORM

Training on the job

In instances where, after a short period of on-the-job-training, a person could be considered competent to perform a task, an employer may be assisted financially by the Government to defray some of his expenses in the training of such person.

TRADES CERTIFICATE PRESENTATIONS,
FORT SMITH, N.W.T.

Trade Schools

Attendance at southern Canadian trade schools is possible for residents who meet the entrance qualifications for the various trades taught. Graduation from these courses leads into either apprenticeship (with credit given for the trade school course) or into other employment.

Apprenticeship and Occupational Certification

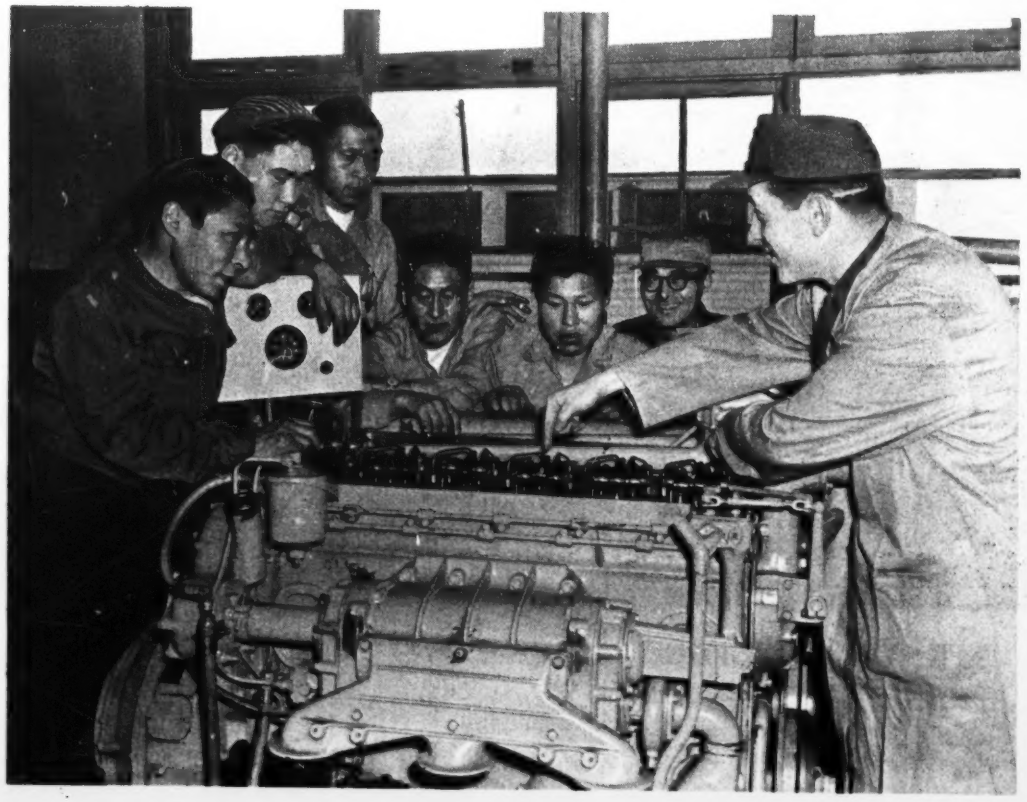
Under the Northwest Territories Apprentice Training Ordinance which was assented to in November 1963, the Apprentice Training and Occupational Certification Program was instituted on April 1, 1964. Under this program Northwest Territories residents can become certified either through a formal program of apprenticeship or by written examination plus trade experience.

SELECTION AND PLACEMENT SERVICE

Selection and Placement Officers are employed to assist residents in obtaining the most suitable type of vocational course applicable to their needs. Following completion of a course, they assist residents to obtain appropriate employment.

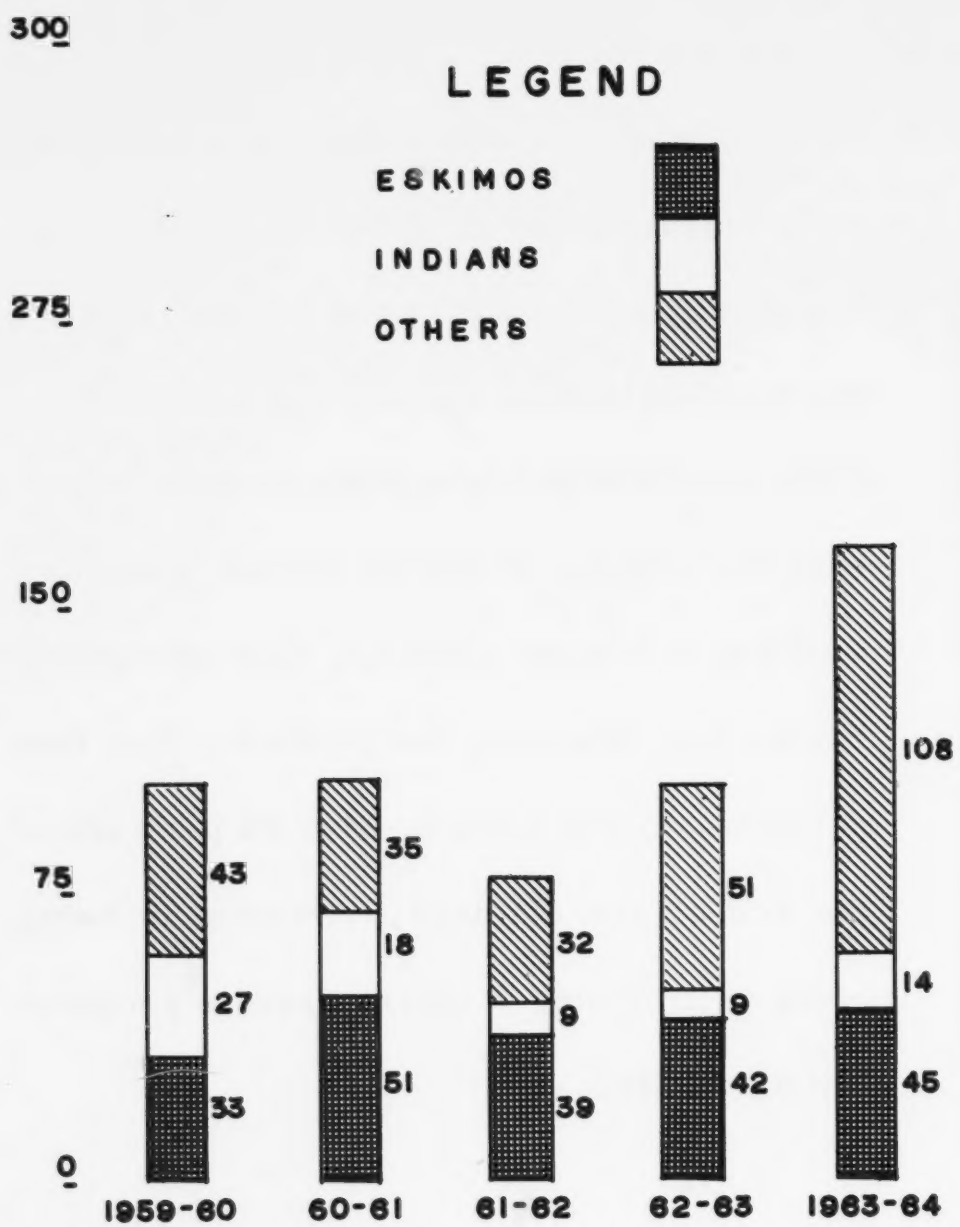
DIESEL ENGINE COURSE, RCEME SCHOOL, BARRIEFIELD, ONT.

HEAVY EQUIPMENT OPERATORS, RCSME, CHILLIWACK, B.C.

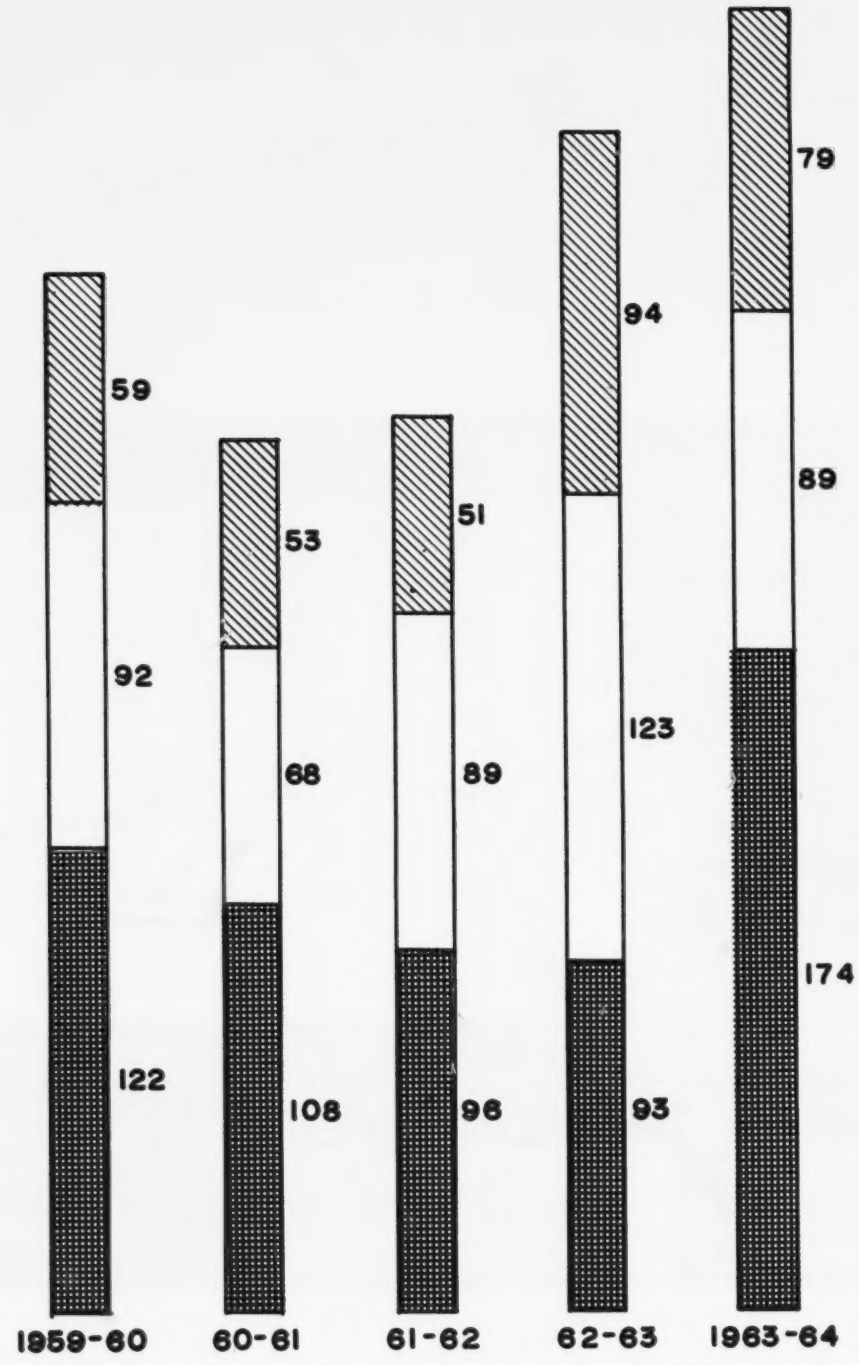


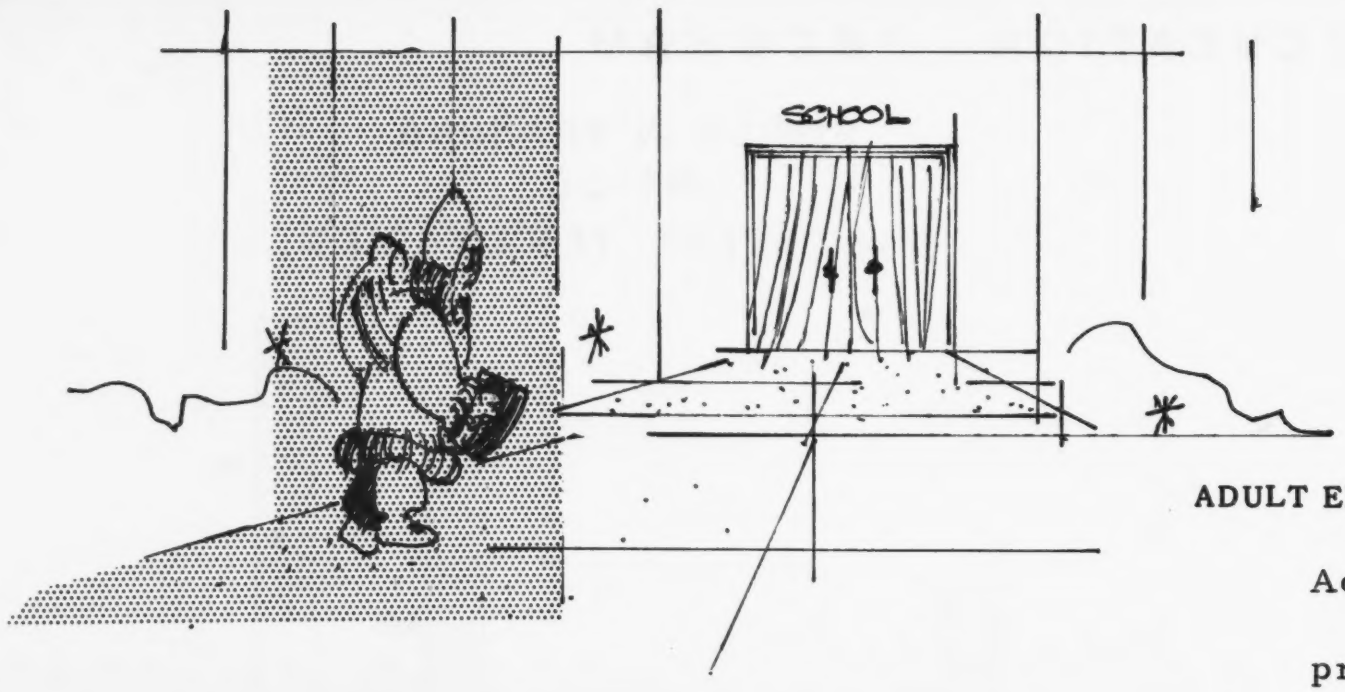
VOCATIONAL EDUCATION PROGRAM

PUPILS IN TRAINING OUTSIDE NORTHWEST TERRITORIES



PUPILS IN TRAINING INSIDE NORTHWEST TERRITORIES





ADULT EDUCATION SECTION

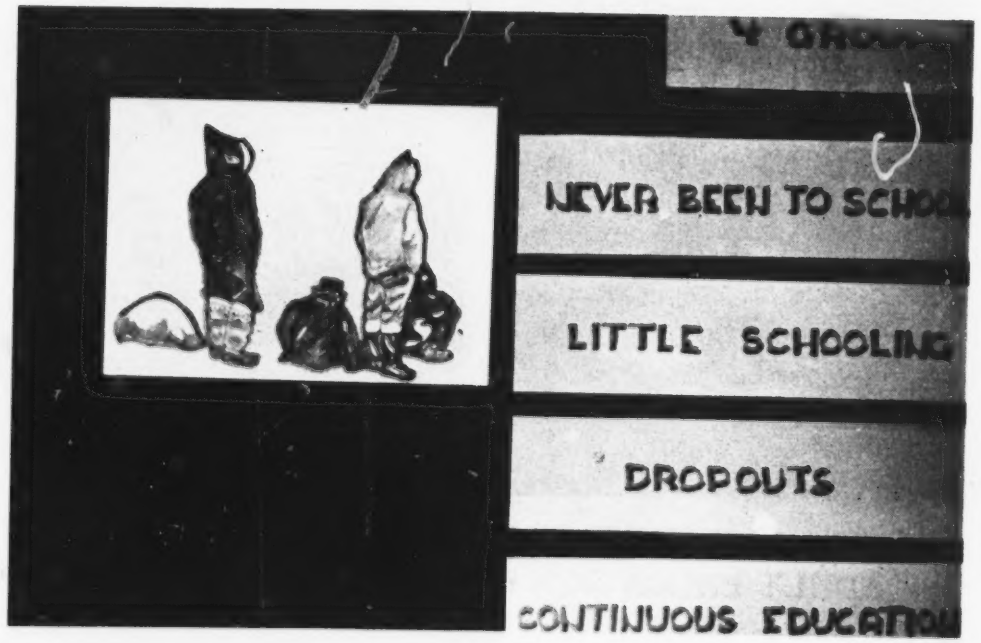
ADULT EDUCATION SECTION

Adult Education is part of the total educational program for the north. The need for an educational program for adults was recognized when the over-all school system was established. Child education had to be given priority, otherwise the number of adults without schooling would have become greater, thus increasing rather than lessening the problem. Now that schooling is available to over 80 per cent of the school-age children, attention is being given to providing a more adequate program for the adults.

Problem

Many Indian, Eskimo and Metis adults lack the normal educational background which allows other people to relate change to their situations. To provide an educational program which will compensate for this deficiency in their lives is an immense, but not impossible task. School programs for adults based on the grade pattern would be impractical because progress would be much too slow. Because of the rapidity with which change is taking place in the north an adult educational program geared to the change, timed so as to prepare the people for it, and carried out in conjunction with the change is required.

Communities and even groups within a community are at different stages in the process of acculturation. A program of major importance to one community may have little or no value in another. Many of the changes experienced in the north are the result of planning at a higher level rather than by the people themselves. In the past, little has been done to prepare the people/or develop a readiness for changes such as schools, industrial projects, social assistance, low cost housing and administration within a community; the result is that the people become confused by some of the changes and react in various ways.

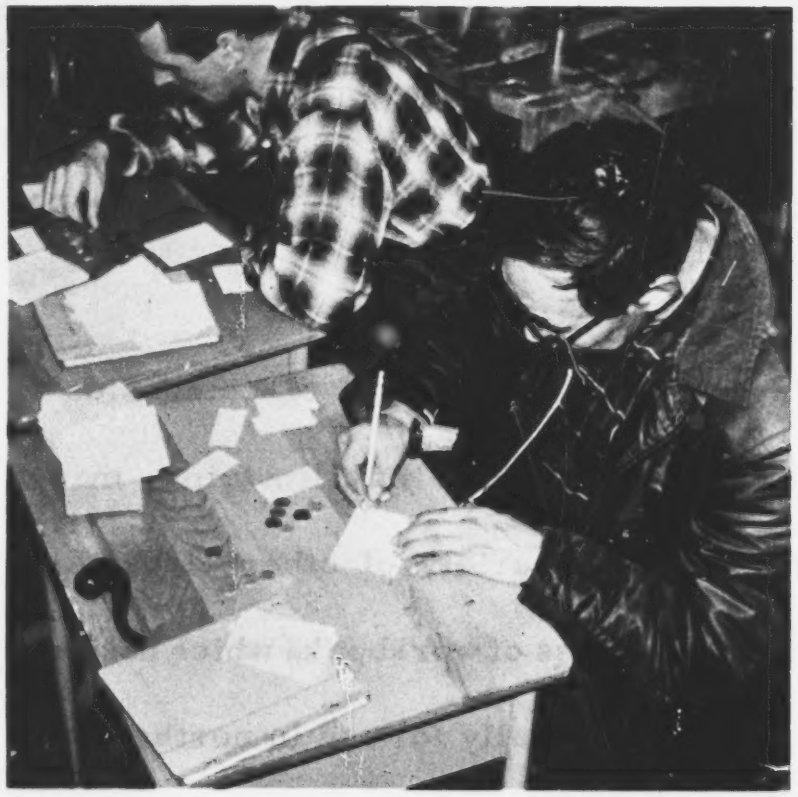


ESKIMO INTERPRETER TRANSLATES FOR ADULT EDUCATION CLASS

An Adult Education Section was added to the Education Division late in 1960. The purpose of this Section is to assess the needs, suggest programs, and prepare materials, especially those necessary for a functional literacy program for the people who have little or no schooling. In addition, consultant or advisory services were made to other Divisions and Departments wishing to collaborate on the educational aspects of their program.

ADULT INDIAN GROUP ENGAGED IN PILOT PROJECT

Courses in a variety of subjects are held whenever a group of adults express an interest and an instructor can be found locally. It is the aim of the Section to expand their program until every northern settlement has its own adult courses suited to the needs and interests of its people.



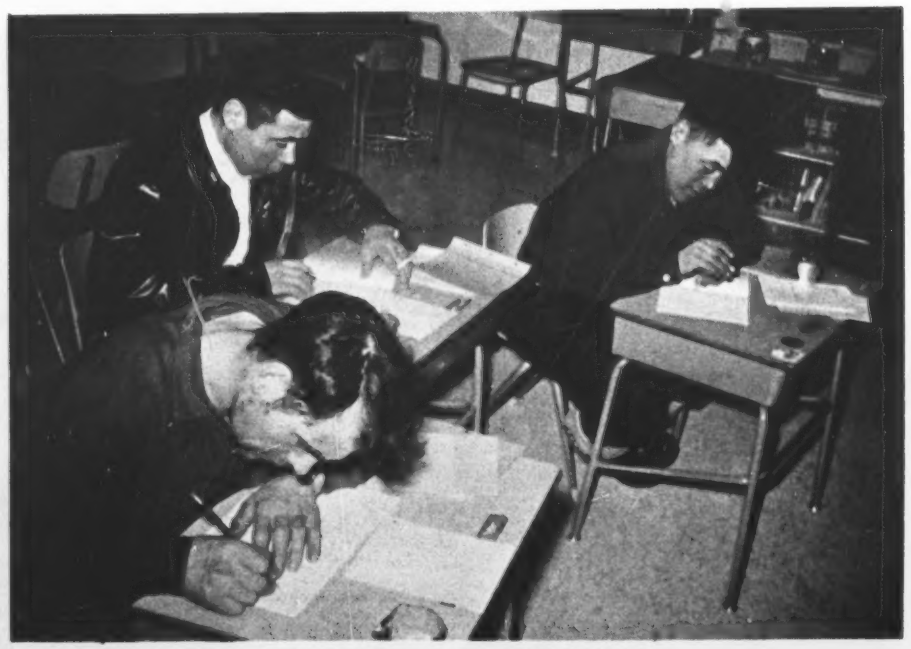
ESKIMOS USING "MAKING CHANGE" WORKBOOKS

MOTHER AND DAUGHTER IN ADULT EDUCATION CLASS

ESKIMO INTERPRETER ASSISTS IN A WRITING LESSON

FUNCTIONAL LITERACY PROGRAM

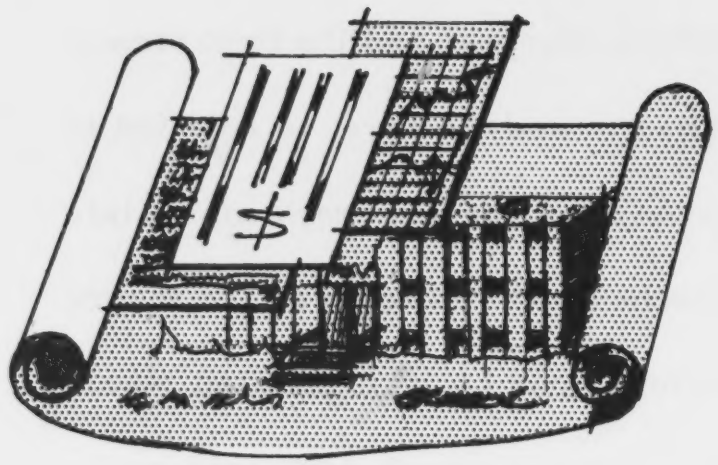
There is an increasing interest being expressed by adults in the Northwest Territories - Indians, Eskimos and Metis, in education programs. Most are anxious to learn to read and write in their own language as well as in English. A beginning has been made in the preparation of functional literacy courses to meet this demand. Courses are conducted in the vernacular with the help of interpreters while English is taught as a second language.



ADULTS IN THE NORTH LEARNING
ABOUT CO-OPERATIVES

INTERPRETER ASSISTS COMMUNITY TEACHER
IN ADULT CLASS

For each course, a kit of teaching aids is assembled which contains filmstrips, maps, pictures and a variety of other visual aids including a series of workbooks which has been prepared specifically for use in northern settlements. Each lesson is structured to include oral, aural, visual and manual activities.



SCHOOL SERVICES SECTION

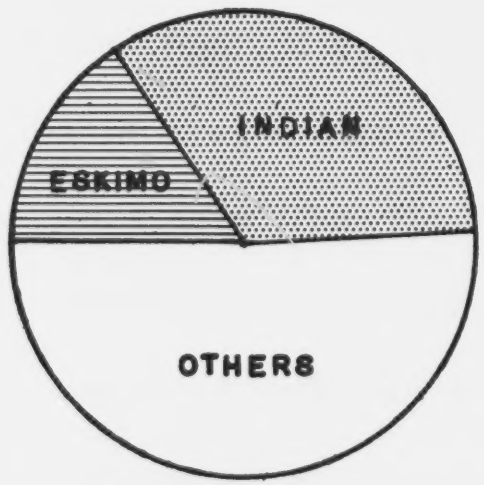
SCHOOL SERVICES SECTION

The School Services Section carries out the responsibilities of the Education Division related to the following main categories: planning, statistics and special projects.

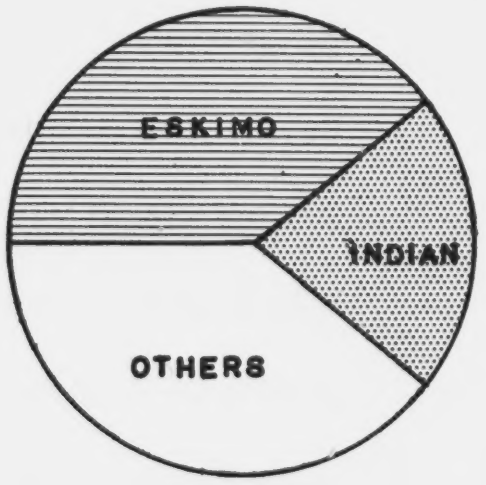
PLANNING

The overall school and pupil residence construction programs for the Northwest Territories and Arctic Quebec is developed in this Section. Long-range studies indicate the communities where new schools and/or pupil residences will be built or additions to existing schools and residences are to be constructed.

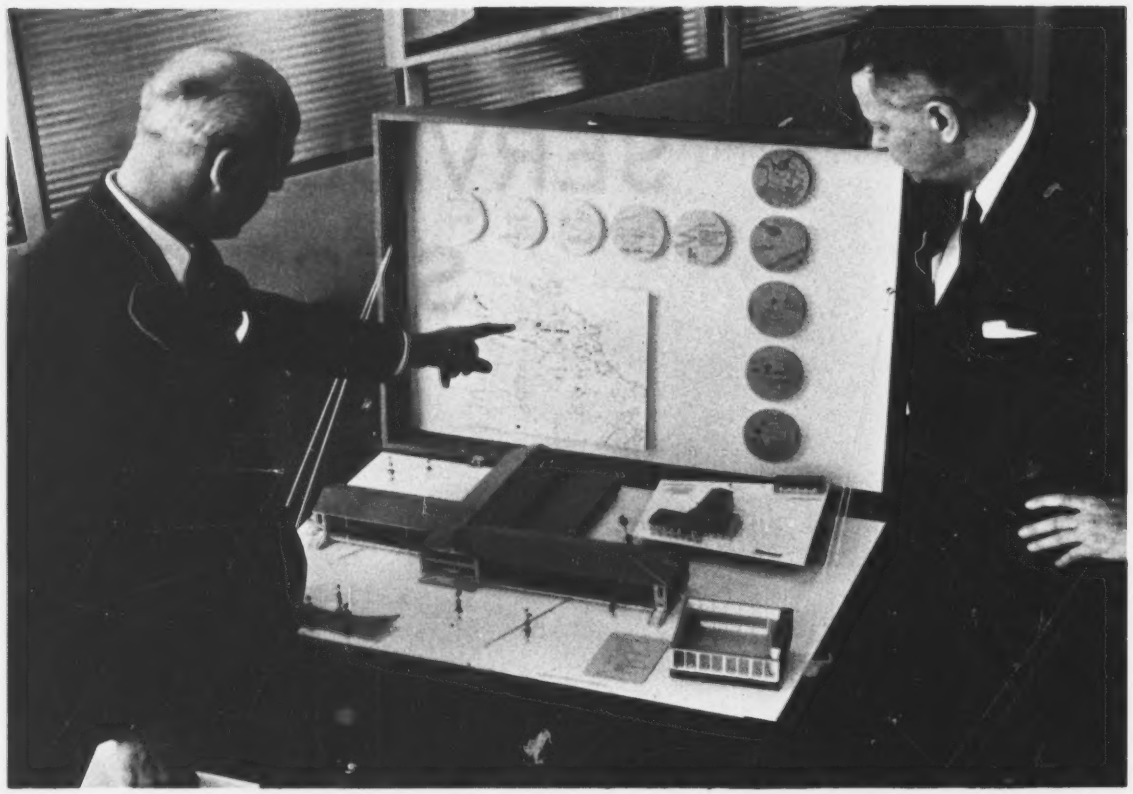
SCHOOL ENROLMENT BY RACIAL ORIGIN



MARCH 31, 1954



MARCH 31, 1964



MODELS ON N.W.T. SCHOOLS ON DISPLAY AT THE COMMONWEALTH CONFERENCE ON EDUCATION

In individual construction projects, the School Services Section advises on the design to meet the functional requirements and makes submissions to Treasury Board for approval in principle. The Section co-ordinates the efforts of the Engineering Division and the Territorial Division of this Department, the Department of Public Works, Consulting Architects, the Territorial Fire Marshal and the Department of National Health and Welfare, in relation to educational construction requirements. Liaison is maintained with field officers to ensure that suggestions may be incorporated wherever possible into new schools and residences. The Section also advises on and co-ordinates construction plans and financing for schools within the Municipal School Districts.

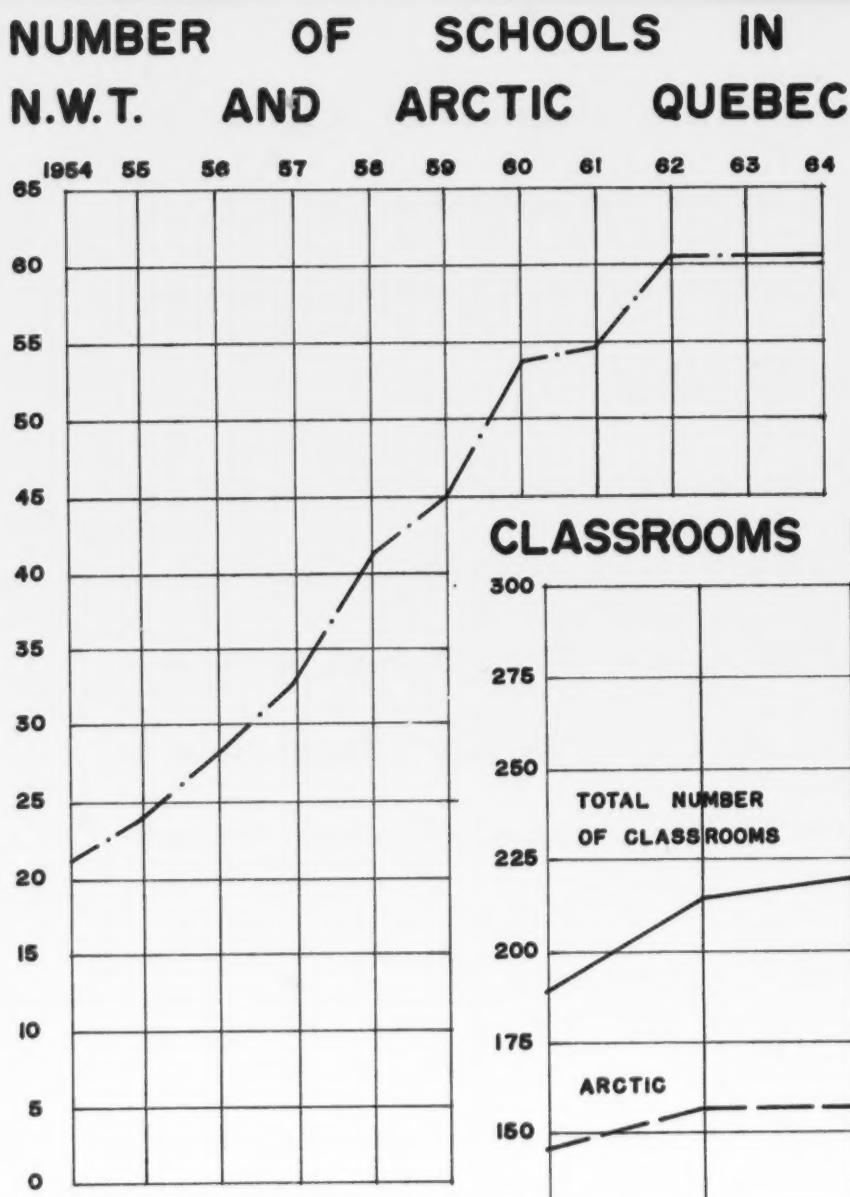
Completions of new schools or additions to existing schools during the 1963-64 year were below average owing to the delayed effect of government emergency economy measures instituted in 1962. As a result, only four new classroom additions to existing schools and a new five-classroom school at Tuktoyaktuk were completed in 1963-64. To meet the annual enrolment increase 23 temporary classrooms

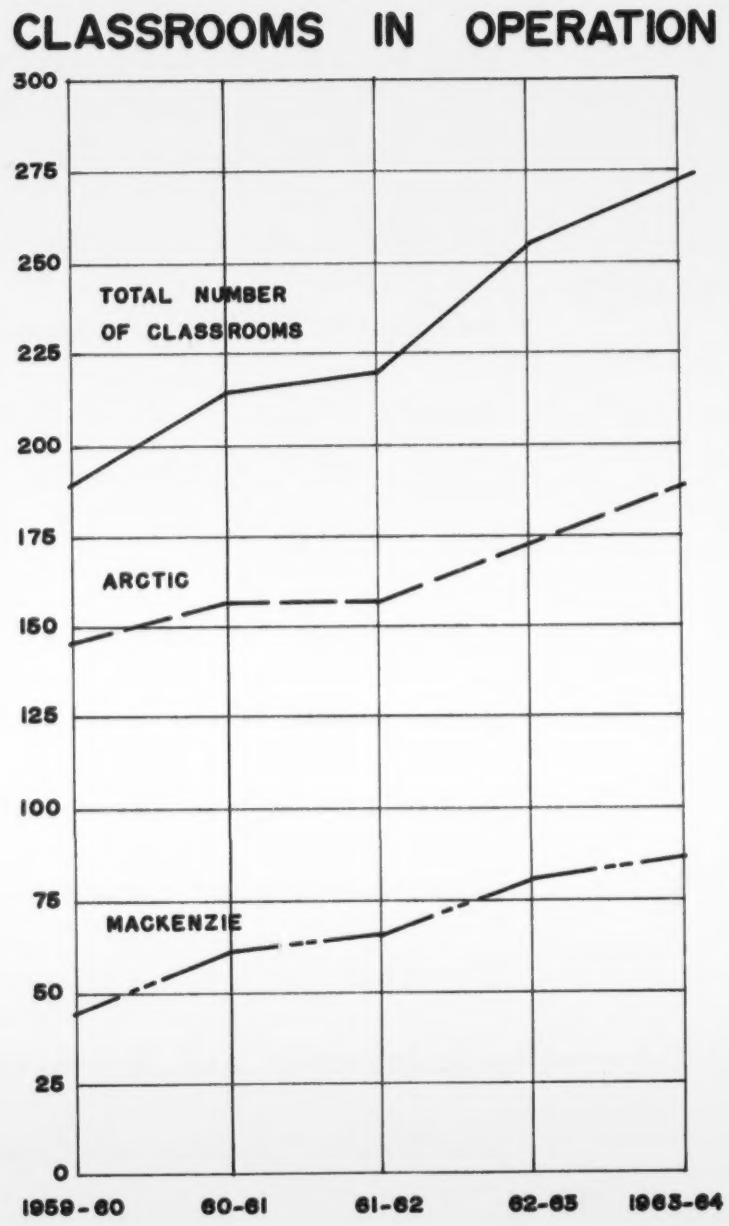
were put into use. The one-room school complex at Whale Cove and the two-classroom school at Pangnirtung which were destroyed by fire and wind respectively were replaced.

Treasury Board planning approval was obtained for additions to schools at Pangnirtung, Resolute Bay and Pond Inlet and for new schools at Pine Point, Fort McPherson, Holman and Port Burwell. This represents a total of 18 new additional classrooms.

STATISTICS

The School Services Section collects educational statistics to provide information for the other sections of the Education Division and for senior officers of the Department, other government departments and agencies as well as the general public. After collation and interpretation, the statistical data is used as





the basis for long-range school and pupil residence construction forecasts, the substantiation of additional staff positions, and financing of schools.

The Section maintains liaison with the Education Section of the Dominion Bureau of Statistics and the Indian Affairs Branch of the Department of Citizenship and Immigration in respect of statistics required by each Department.

SPECIAL PROJECTS

The School Services Section on behalf of the government of the Northwest Territories administers the program of Financial Assistance for Higher Education for the Northwest Territories. In addition, it co-ordinates scholarships and bursaries awarded by the Northwest Territories Government and by independent organizations such as the I.O.D.E. and the Indian/Eskimo Association.

The responsibility for administration of the Canada Student Loans Plan for the Northwest Territories was assumed by this Section in 1964 when the federal government passed legislation setting up the program of guaranteed bank loans interest free to students, for post-secondary education.

1 – Northwest Territories Financial Assistance for Higher Education

At its January 1963 Session the Northwest Territories Council approved a plan for financial assistance to enable students from the Northwest Territories to attend university.

Outright grants to all students who qualify for entrance to an accredited Canadian university are made to cover the cost of education and

transportation from the student's home to and from the nearest university centre once each year.

As required, loans are made available to cover the cost of board and lodging for the student while he is attending university.

The administrative requirements for implementing this program such as the preparation of legislation, announcement and publicity, conditions of assistance and forms and procedure for application were completed during the year.

Twenty-five students qualified for assistance and eight of these received both grants and loans. The total amount committed for this plan in 1963-64 was $18,611.

Applications for the 1964-65 year were reviewed by the Advisory Board and twenty-five students were considered to be qualified for assistance. Grants and loans were approved for thirteen of the twenty-five students. Funds totalling $29,931 were committed for the 1964-65 school year.

2 – Scholarships and Bursaries

Scholarships of $800 each per year for four years are offered by the government of the Northwest Territories to students obtaining the highest and second highest standing in the final departmental examinations in Grade XII (Senior Matriculation in the Mackenzie District of the Northwest Territories). The Northwest Territories scholarships were reduced in value from $1,200 to $800 each in 1963-64 because successful students are also eligible for outright grants provided under the Financial Assistance for Higher Education plan. Mr.

Bruce Melvin Florence from Yellowknife, was awarded the Northwest Territories scholarship on the basis of his results for the 1963-64 academic year. He enrolled in the Faculty of Commerce at the University of British Columbia in 1964-65.

Noah Carpenter, an Eskimo resident of Sachs Harbour, Northwest Territories, received a grant from the Indian/Eskimo Association to attend St. John's College, Winnipeg, Manitoba. He was successful in his year's studies and attended the University of Manitoba in 1964-65.

3 – Canada Student Loan

The Superintendent of Education for the Northwest Territories is designated as the appropriate authority by the Commissioner and issues certificates of eligibility for loans. Since the Canada Student Loans Act was passed in July of 1964, no loans were issued for the 1963-64 academic year. Officers of the Division assisted the Department of Finance in formulating and initiating the plan.

4 – Information

The School Services Section prepares references for advice and other papers for the Northwest Council as required, replies to questions asked by the Members of Parliament, and maintains correspondence with the public regarding education in the north. As interest in the north increases, the number of questions and special requests from the public has increased considerably each year. Many requests in the 1963-64 year came from Provincial Departments of Education and university students.

Other departments of the federal government also request specific information concerning our school system in the north. Such requests come mainly from departments with personnel in the north who are interested in up-to-date information on the educational facilities provided in each community.

5 – Evaluation of Teaching Certificates

Since teachers are recruited from all educational jurisdictions in Canada and from other countries as well, it is necessary to provide an evaluatory service based on uniform principles. This service is performed by School Services.

1963-64 School Enrolment[1]

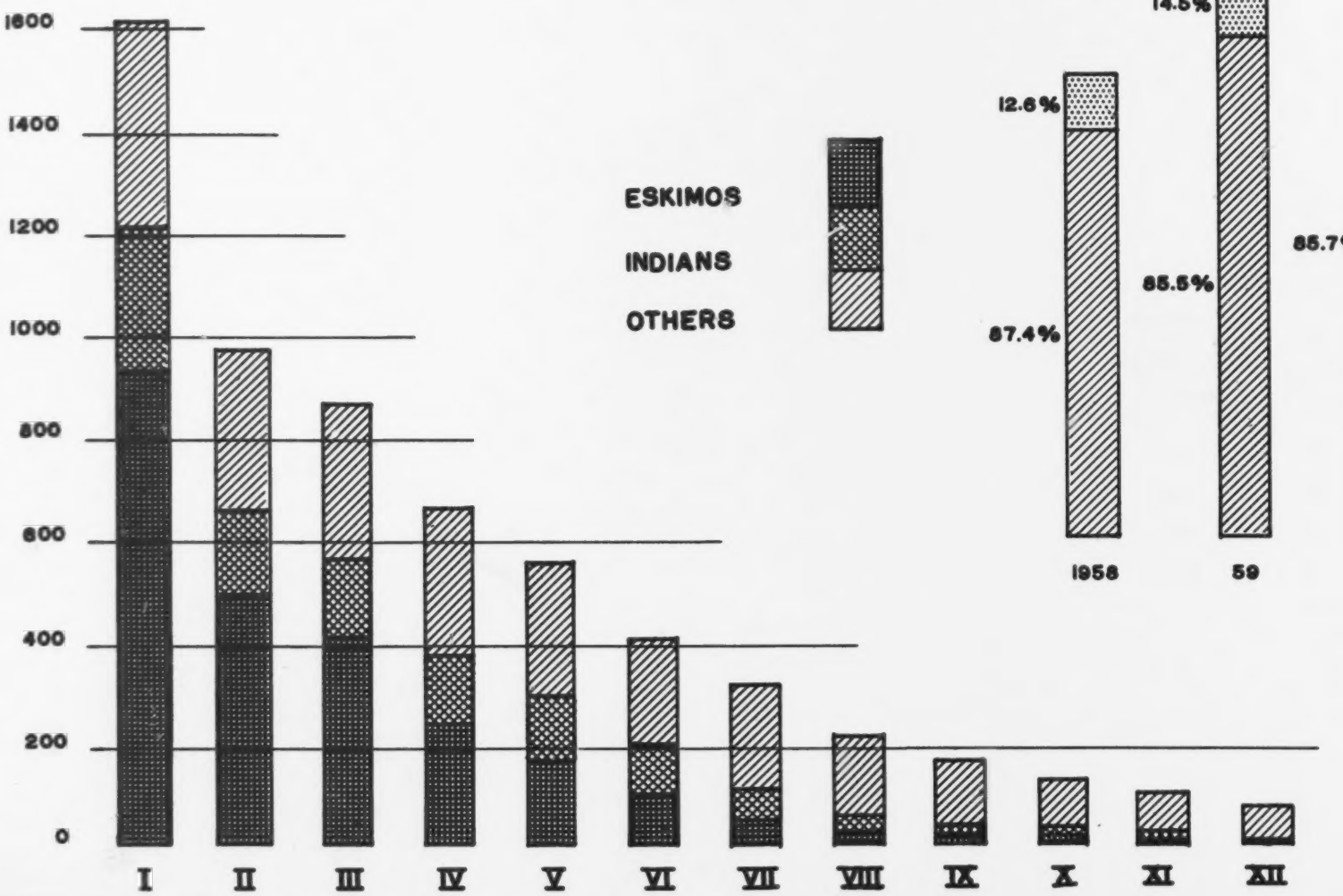
(Northwest Territories and Arctic Quebec)

Origin	Enrolment	Compulsory School Age Enrolment	Estimated Total School Age Population	Percentage of children of compulsory school age enrolled
Eskimo	2,494	2,284	3,037	75%
Indian	1,187	1,039	1,440	72%
Other	2,555	2,270	2,299	99%
Total	6,236	5,593	6,776	82%

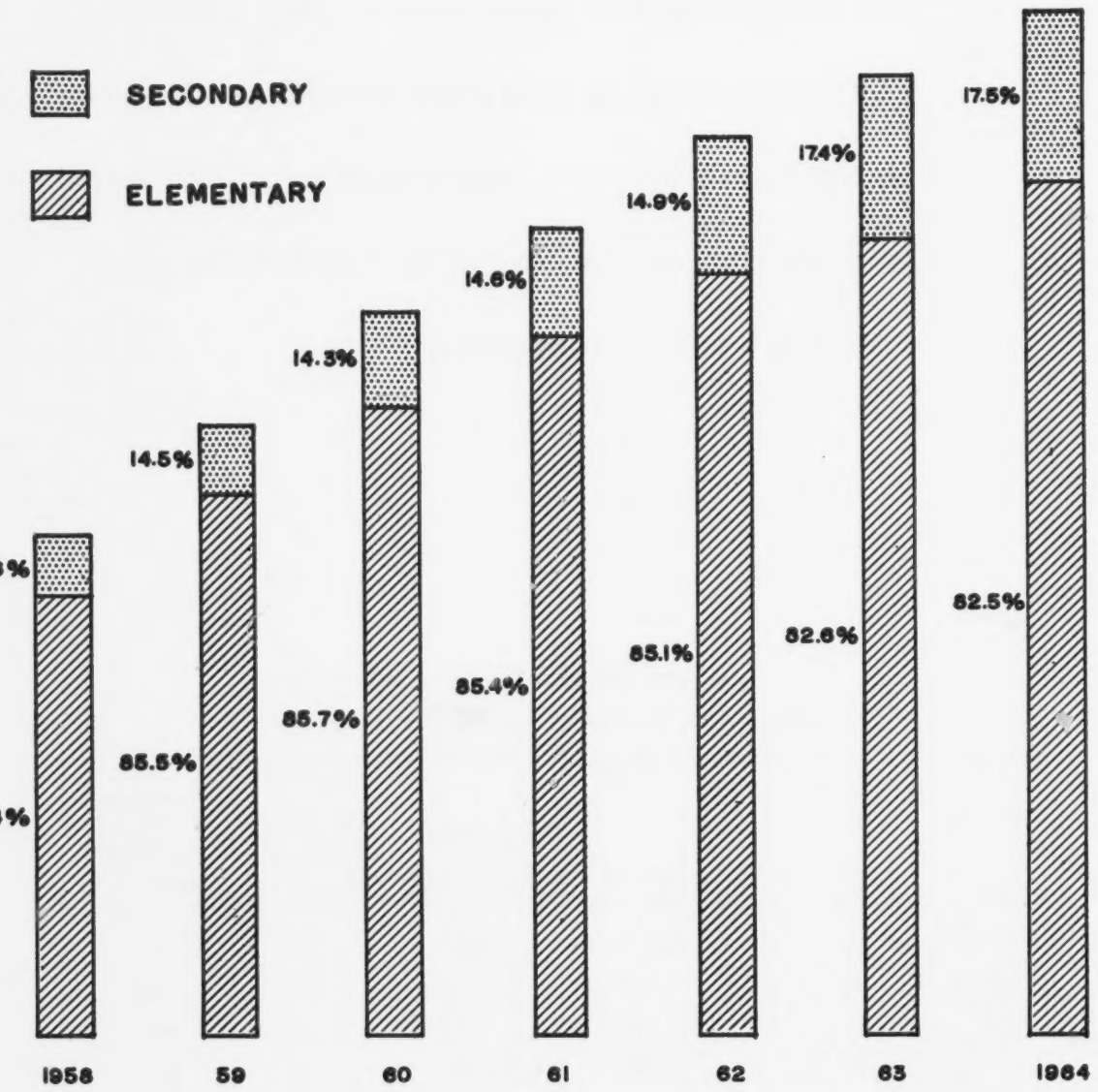
(1) As of January 31, 1964.

GRADE PLACEMENT OF PUPILS

JANUARY, 1964



GROWTH OF ENROLMENT IN ELEMENTARY & SECONDARY GRADES



TEN YEARS' GROWTH

(A comparison of School Enrolments for Years 1953-54 and 1963-64)

THE NORTHWEST TERRITORIES

		1953-54	1963-64
1.	Number of Federal Day Schools operated by this Department	10	47
	Number of Indian Day Schools operated	7	-
	Total Federally operated schools	17	47
	Number of full-time schools operated by other agencies (Municipal Districts (Mission, Mine, 1952-53 only))	14	3
	Total Schools operated in the Northwest Territories	31	50
2.	Number of Federal teachers employed by this Department	19	252
	Number of Indian Day School teachers employed by Indian Affairs	8	-
	Total Federally employed teachers	27	252
	Number of Teachers employed in other full-time schools	37	45
	Total teachers employed in all schools	64	297
3.	Number of pupils in Federal Day Schools operated by this Department	577	4350 (1) 4674 (2)
	Number of pupils in Indian Day Schools operated by Indian Affairs	198	-
	Total pupils in Federally operated schools	775	4350 (1) 4674 (2)
	Number of pupils in other full-time schools	1017	860 (1) 874 (2)
	Total number of pupils in all schools	1792	5210 (1) 5548 (2)
4.	Percentage of total school-age population in Federal schools operated by this Department	15.57%	70.73%
	Percentage of total school-age population in Indian Day Schools	5.34%	-
	Percentage of total school-age	20.91%	70.73%
	Percentage of total school-age population in other operated schools	27.45%	13.98%
	Percentage of total school-age population in schools	48.36%	84.71%

ARCTIC QUEBEC

		1953-54	1963-64
1.	Number of Federal Day Schools operated by this Department	2	10
2.	Number of Federal Teachers employed by this Department	2	32
3.	Number of pupils in Federal Schools	42	656 (1) 665 (2)

ALL SCHOOLS - NORTHWEST TERRITORIES AND ARCTIC QUEBEC

1.	Number of Schools	33	60
2.	Number of Teachers	66	329
3.	Number of Eskimo Pupils	374	2491
4.	Number of Indian Pupils	555	1199
5.	Number of Others	905	2523
6.	Total Enrolment	1834	6213

NOTE: (1) School-age enrolment
(2) Total enrolment

SCHOOL STATISTICS

Arctic Education District

Region	Settlement	No. of Teachers	No. of Classrooms			Eskimo		Indian		Other		Voc	AU	1	2	3	4	5	6	7	8	9	10	11	12	Religion		Total Enrolment
			Elem.	H.S.	Spec	M	F	M	F	M	F															R.C.	Prot.	
Baffin Island	Arctic Bay	1	1			8	8							9	3	2	1	1									16	16
	Broughton Island	2	2			29	16							20	2	16	6	1								2	43	45
	Cape Dorset	4	4			38	29			1	1			47	7	4	4	4		1							68	68
	Clyde River	1	1			17	14							14	5	5	6	1									31	31
	Frobisher Bay	18	12	1	4	99	99			20	25			93	40	38	26	28	10	2		3	3			33	210	243
	Grise Fiord	1	1			12	16			2				26	2		1		1								30	30
	Igloolik	3	3			28	27							13	25	6	9	1		1						7	48	55
	Padloping Island	1	1			9	11								6												20	20
	Pangnirtung	2	2			15	18			2	7				0	6	1	2	3							2	40	42
	Pond Inlet	2	2			29	23			1						10	1	2								8	45	53
	Resolute Bay	1	1			15	16				1					4	6	1									32	32
Arctic Quebec	Fort Chimo	7	7			44	50	2		4	10			33	30	25	13	6	2	1						4	106	110
	Great Whale River	8	6		2	76	57	19	22	2	1	24		78	23	11	17	24									177	177
	Ivuyivik	1	1			12	15							3	7	13	4										27	27
	Koartuk	1	1			10	9							10	4	4	1										19	19
	Payne Bay	2	2			17	24							20	9	12											41	41
	Port Harrison	3	3			29	35			2				39	10	4	7	6									66	66
	Povungnetuk	5	5			64	50			1				45	14	30	15	4	7								115	115
	Sugluk	3	3			32	32			5				29	6	9	4	13	7	1						1	68	69
	Wakeham Bay	2	2			23	18							24	16	1										14	27	41
Keewatin	Baker Lake	5	5			60	45			1	3			52	16	19	11	6	5							5	104	109
	Belcher Islands	1	1			11	3							7	2	5											14	14
	Chesterfield Inlet	5	5			63	70					11		21	32	29	5	14	9	7	5					126	7	133
	Coral Harbour	3	3			23	29			1				19	21	8	5									18	35	53
	Eskimo Point	3	3			28	30							22	12	11	7	3	2	1						17	41	58
	Rankin Inlet	7	5		2	43	45			3	5			35	22	21	10	5	2	1						81	15	96
	Whale Cove	2	2			23	22			2	2			22	11	3	10	1		1	1					22	27	49
Total for Arctic District		94	84	1	8	857	811	21	22	46	55	25	24	747	351	296	170	123	48	16	6	3	3			340	1472	1812

Mackenzie Education District

Region	Settlement	No. of Teachers	No. of Classrooms			Eskimo		Origin Indian		Other		Voc	AU	1	2	3	4	5	6	7	8	9	10	11	12	Region		Total Enrolment
			Elem.	H.S.	Spec	M	F	M	F	M	F															R.C.	Prot.	
Fort Smith	Fort Laird	1	1					10	3	2	2			3	2	4	4	1	3							13	4	17
	Fort Providence	3	3					30	15	8	7			20	10	10	8	8	4							60		60
	Fort Resolution	6	5	1	2			12	14	54	61			20	31	24	20	17	10	14	5					138	3	141
	Fort Simpson	19	10	3	4	8	13	87	100	34	48		13	31	33	40	40	28	26	41	10	15	7	6		210	80	290
	Fort Smith	33	20	6	6	3		105	88	257	209		116	129	57	66	61	34	44	34	34	30	25	21	11	506	156	662
	Hay River	13	7	3	4			7	8	147	110			45	32	33	37	19	27	20	22	16	12	9		42	230	272
	Hay River (Sep)	10	5	4	1			8	7	82	86			30	21	29	20	19	16	17	16	5	3	2	5	172	11	183
	Jean Marie River	1	1					7	9					5			4	2	5							16		16
	Nahanni Butte	1	1					8	9					6	5	3	2	1								17		17
Inuvik	Aklavik	7	5	1	5	30	33	8	15	18	19			20	16	12	18	19	18	8	10	2				15	108	123
	Arctic Red River	1	1					3	2	3	2			2	2	2	1	1	2							10		10
	Fort Franklin	3	3					31	41	1				19	19	15	8	8	4							73		73
	Fort Good Hope	2	2					19	21	3	1			9	14	5	10	5	1							44		44
	Fort McPherson	8	6	1	3	1	1	48	70	25	22			31	26	23	18	25	23	14	7						167	167
	Fort Norman	2	2					14	19	17	10			14	9	15	7	7	8							54	6	60
	Inuvik	43	28	4	7	193	205	54	63	190	148		77	147	109	88	64	86	57	65	40	55	35	17	13	320	533	853
	Norman Wells	2	2							13	15			3	8	2	4	4	3	4						8	20	28
	Reindeer Station	1	1			5	7							4	3	1	1	3									12	12
	Tuktoyaktuk	4	4		1	48	45	2		5	4			28	20	14	11	14	5	12						36	68	104
Yellowknife	Cambridge Bay	3	3			31	33			5	4			33	14	9	7	6	4							12	61	73
	Coppermine	3	3			23	31				5			23	16	10	8	1	1							6	53	59
	Discovery (Com)	1	1							5	4			1		2		1		1	2	2				2	7	9
	Gjoa Haven	1	1			14	14							11	10	5	2									14	14	28
	Lac La Martre	1	1					8	11	3				13	4	2	1	1		1						22		22
	Pelly Bay	1	1			10	3							3	7	3										13		13
	Rae	4	4					50	27	6	9		5	42	12	10	2	14	4	3						88	4	92
	Snowdrift	1	1					18	8					10	10		4		2							26		26
	Spence Bay	2	2			14	22				1		11	8	6	4	5	3								2	35	37
	Yellowknife	23	1	10	10	16	17	28	30	78	50	111											39	39	30	107	112	219
	Yellowknife (Pub)	22	15	3	7				1	223	214		8	75	64	53	51	50	40	35	35	27				28	410	438
	Yellowknife (Sep)	13	7	4	6	2	1	22	16	108	104			55	33	36	32	26	20	18	13	10	5	4	1	247	6	253
Total for Mackenzie District		235	147	40	56	398	425	579	577	1287	1135	111	230	840	593	520	450	403	327	287	194	162	126	98	60	2301	2100	4401
Total for Northwest Territories and Arctic Quebec		329	231	41	64	1255	1236	600	599	1333	1190	136	254	1587	944	816	620	526	375	303	200	165	129	98	60	2641	3572	6213

March 31, 1964
All the above schools are Federal Schools except those designated as Company (Com), Public (Pub) or Separate (Sep).
The above figures do not include 150 Eskimos attending vocational and academic up-grading courses at Churchill, Manitoba.

DIRECTORY OF TEACHERS AND OTHER PROFESSIONAL EDUCATION PERSONNEL OF THE DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES

1963-64

Education Division,
Kent Building,
Ottawa, Ontario.

Thorsteinsson, Mr. B.,
Chief, Education Division

Gascon, Dr. A.,
Chief, Curriculum Section

McKay, Miss F.I.,
Chief, Adult Education Section

Rancier, Mr. G.J.,
Chief, Vocational Education Section

Simpson, Mr. D.W.,
Chief, School Services Section

Bowles, Mr. K.,
Assistant Chief, Vocational
Education Section

Bowlby, Miss K.E.,
Librarian,
Curriculum Section

FitzPatrick, Mr. L.E.,
Curriculum Specialist,
Curriculum Section

Fyfe, Mr. R.,
Curriculum Specialist,
Curriculum Section

Gaynor, Miss M.F.,
Curriculum Specialist,
Curriculum Section

Macdonald, Mr. H.A.,
Industrial Arts Supervisor,
Vocational Education Section

Needham, Mr. G.H.,
Curriculum Specialist,
Curriculum Section

Sutherland, Miss M.E.,
Curriculum Specialist,
Curriculum Section

Wattie, Mr. D.K.F.,
Curriculum Specialist,
Curriculum Section

Worthington, Miss B.E.,
Home Economics Supervisor,
Vocational Education Section

Wright, Miss C.B.,
Curriculum Specialist,
Curriculum Section

MACKENZIE EDUCATION DISTRICT

Mackenzie District
Education Office,
Fort Smith, N.W.T.

Gillie, Mr. B.C.,
District Superintendent of Schools.

O'Neill, Mr. G.F.,
District Superintendent of
Vocational Education.

Darkes, Mr. H.J.,
Principal at Large

Muise, Mr. S.G.,
Community Teacher at Large

Oberst, Mr. E.J.,
Community Teacher at Large
(Audio-Visual)

Fort Smith Region

Fort Smith Region
Education Office,
Fort Smith, N.W.T.

Karashowsky, Mr. W.,
Regional Superintendent of
Schools.

Applewhite, Mr. A.F.,
Selection and Placement Officer

Fort Liard School,
Fort Liard, N.W.T.

Radcliffe, Mr. E.O.

Fort Providence School,
Fort Providence, N.W.T.

Miller, Mr. M.J. (Principal)
Callow, Miss M.A.
Nyuli, Miss S.A.

Fort Resolution School,
Fort Resolution, N.W.T.

Allan, Mr. R.F. (Principal)
Bielka, Sister V.C.
Boutilier, Miss L.E.
Hails, Mrs. H.M.
Hails, Mr. J.A.
Young, Miss C.

Jean Marie [illegible] School,
Jean Marie River, N.W.T.

Guthrie, Mr. T.W.

Nahanni Butte School,
Nahanni Butte, N.W.T.

Talbot, Mr. J.J.

Thomas Simpson School,
Fort Simpson, N.W.T.

Frey, Mr. F. (Principal)
North, Mr. F. (Assistant Principal)
Bisson, Sister M. A.
Bushko, Mr. W.
Fairbrother, Mrs. S.
Funk, Miss G.M.
Hansen, Miss E.D.
Landry, Miss E.T.
Mather, Mr. N. (Industrial Arts)
Marston, Miss E.T.
McGrath, Mr. M.A.
McGuire, Miss M.M.
Monchamp, Sister M.
Robertson, Mrs. D.J.
Roussel, Miss S.M.J.
Seymour, Mrs. M.J. (Home Economics)
Watsyk, Mr. O.
Winter, Miss B.A.

Hay River School,
Hay River, N.W.T.

McCowan, Mr. N.L. (Principal)
Scott, Mr. J.M. (Assistant Principal)
Ambedian, Mr. A.
Cambridge, Mrs. A.J.
Duvall, Mr. J.E.
Foster, Mr. R.H.
Henderson, Miss D.M.
Mansell, Mrs. D.A. (Home Economics)
Mansell, Miss D.G.
Mullen, Mr. F. (Industrial Arts)
Olds, Mr. D.R.
Wilkinson, Miss R.B.

Joseph Burr Tyrrell School. Fort Smith, N.W.T.	Lavin, Mr. D.J. (Principal) Guerriero, Mr. P.F. (Ass't Principal) Shone, Mr. R.H. (Ass't Principal) Ardis, Mr. J.M. Boehm, Miss M.A. Chaput, Sr. T. Ciona, Miss S.A. Clarkson, Mr. D.F. Connolly, Mr. T. Connolly, Mrs. T.M. Diduck, Mrs. J. Diduck, Mr. P. Edwards, Mr. A.J. Fullerton, Mr. E.B. (Industrial Arts) Gagne, Mr. A.R. [illegible]ly, Mrs. M.E. Kalyk, Miss V.K. (Home Economics) Lemire, Sr. P. McGarrigle, Miss M.L. O'Brien, Mr. K.P. O'Reilly, Mr. R.R. Parker, Miss M.C. Pouliot, Sr. M. Riese, Miss E.K. Shopa, Miss R. Swanson, Mrs. B.R. Whelly, Mrs. G.M.A. Worthington, Miss J.M. Zagol, Miss M. Zentner, Miss K.L.

Inuvik Region

Inuvik Region Education Office, Inuvik, N.W.T.	Regional Superintendent of Schools. Miller, Mr. D.H. Selection and Placement Officer
Sir Alexander Mackenzie School, Inuvik, N.W.T.	Bock, Mr. W. (Principal) Maher, Mr. J.G. (Assistant Principal) Duggan, Mr. B.J. (Assistant Principal) Arbour, Miss S.M. Baxter, Miss L (Home Economics) Benjamin, Miss M.R. Brin, Mr. H.L. Carnie, Mrs. H. Carruthers, Mrs. M.M. Colborne, Miss M.R. Cote, Sr. F. Curtis, Mrs. P. Elliott, Mr. R.W. Emond, Sr. D.L. Farrelly, Mr. T.B. Fortin, Miss G. Goller, Mr. A.E. Hanrahan, Mr. R.D. Henry, Miss S.L. Hickey, Miss J.E. Ho, Mr. W. Hoehn, Miss R.E. Holbrook, Mr. L.A. (Industrial Arts) Hrywniak, Miss N. Kemppainen, Miss M.E. Kline, Mr. K.C. Kuhayda, Miss H. Lalonde, Mr. R.B. LeBlanc, Miss E.J. MacDonald, Mrs. V. MacPherson, Mr. G.W. McCulloch, Mr. C.S. Modeste, Miss E. Morgan, Mr. J.S. (Industrial Arts) Robson, Mr. T.K. Ross, Mr. J.D. Roy, Mr. R.A. Schultz, Mrs. A.I. Schultz, Mr. L.A. Smith, Miss B.J. (Home Economics) Solty, Miss S.J. Weir, Miss A.E. Williams, Miss W.M.

Aklavik School, Aklavik, N.W.T.	Kerr, Mr. A.J. (Principal) Blakely, Miss G.E. Bonte, Mr. A.S. Fulton, Miss S. Goloubef, Mrs. O.E. Hancock, Miss P.E. Hoiland, Miss E.A.
Arctic Red River School, Arctic Red River, N.W.T.	Torbiak, Mr. P.E.
Fort Franklin School, Fort Franklin, N.W.T.	Mulders, Mr. G.A.H. (Principal) Cutten, Miss M.E. Pepin, Miss A.
Fort Good Hope School, Fort Good Hope, N.W.T.,	Moran, Mr. J.G. (Principal) Pitzel, Miss L.M.A.
Peter Warren Dease School, Fort McPherson, N.W.T.	Tucker, Mr. O.G. (Principal) Forman, Mrs. A.E. McAllister, Miss A.R. McCowan, Mr. R.N. Pityn, Miss E. Simmons, Mr. L. (Industrial Arts) Wiebe, Miss L.G. Wiggins, Mr. M.G.
Fort Norman School, Fort Norman, N.W.T.	Josefik, Mr. S.J. (Principal) Josefik, Mrs. M.R.
Norman Wells School, Norman Wells, N.W.T.	Harrison, Mr. J.H. (Principal) Wilson, Miss M.J.
Reindeer Station School, Reindeer Station, N.W.T.	Potter, Miss D.M.
Tuktoyaktuk School, Tuktoyaktuk, N.W.T.	Jenkins, Mr. R.E. (Principal) Comer, Miss M.G. Matters, Mr. J.A. Parker, Miss J.M.A.

Yellowknife Region

Yellowknife Region Education Office,
Yellowknife, N.W.T.

Booth, Mr. W.G.
Regional Superintendent of Schools

Burgess, Mr. N.
Selection and Placement Officer

Cambridge Bay School, Cambridge Bay, N.W.T.	Craig, Mr. A.A. (Principal) Belobaba, Miss E.A. Jaarsma, Miss M.E.
Coppermine School, Coppermine, N.W.T.	Gamble, Mr. D.D.W. (Principal) Gordon, Miss H.H. Rife, Mrs. M.L.
Discovery Yellowknife Mine School, Yellowknife, N.W.T.	Johns, Mr. R.E.
Gjoa Haven School, Gjoa Haven, N.W.T.	Eades, Mr. J.W.
Lac La Martre School, Lac La Martre, N.W.T.	Milord, Mr. J.E.
Pelly Bay School, Pelly Bay, N.W.T.	Gonda, Mr. F.
Rae School, Rae, N.W.T.	Miltenberger, Mr. S.J. (Principal) Aylward, Miss M.N. Monette, Miss R.M. Robin, Mrs. D.A.
Snowdrift School, Snowdrift, N.W.T.	Lambert, Miss M.M.
Spence Bay School, Spence Bay, N.W.T.	Engbers, Mr. H.R. (Principal) Hougham, Miss P.M.

Sir John Franklin School,
Yellowknife, N.W.T.

Macpherson, Mr. N.J. (Principal)
Born, Mr. W.L.
Anderson, Mr. R.H.
Baker, Miss D.A.

Cuthbertson, Miss S.A.
Diaz, Mr. C.
Dyer, Mr. A.J.
Ellis, Mr. R.P.
Frodsham, Mr. A.S.
Hermanrud, Mr. C.J.
Mackie, Miss G.E.
Melanson, Mr. E.J.
McGaughey, Mr. J.

McKim, Miss S.D. (Commercial)
Overbo, Mr. E.W. (Mining)
Piepenburg, Mr. R.L.
Price, Mrs. E.L. (Home Economics)
Shaw, Mr. R.J.H.
Swift, Mr. T.F.

Shop Instructors

Bredin, Mr. H.D.
Dies, Mr. G.W.
Goodwin, Mr. R.N.
Jeske, Mr. E.
Robinson, Mr. W.C.

ARCTIC EDUCATION DISTRICT

Devitt, Mr. W.G.
District Superintendent of Schools.

Arctic District Education Office,
Blackburn Building,
Ottawa, Ontario.

Ritcey, Mr. R.F.
District Superintendent of
Vocational Education

Bleiler, Mr. T.R.
Selection and Placement Officer

Gidman, Mr. W.O.
Community Teacher at Large (Audio-Visual)

Smith, Miss S.M.
Community Teacher at Large

Buell, Mr. W.W.
Principal at Large

Keewatin Region

Education Office,
Churchill, Manitoba.

Graves, Mr. R.L.
Regional Superintendent of
Schools.

Fewster, Mr. R.
Selection and Placement Officer

Dufort, Mr. P.A.
Community Teacher at Large

Keewatin Region

Baker Lake School, Baker Lake, N.W.T., Via Churchill, Manitoba.	Mouat, Mr. W.I. (Principal) Andrews, Miss S.M. Davies, Miss R. McMaster, Mr. B.F. Palnau, Miss L.K.
Joseph Bernier School, Chesterfield Inlet, N.W.T., Via Churchill, Manitoba.	Arcand, Sr. T. (Principal) Beaudoin, Miss B.M.L. Demeule, Mr. G.N. Rocan, Sr. M.A.G.
Coral Harbour School, Coral Harbour, Southampton Island, N.W.T. Via Churchill, Manitoba.	Burke, Miss M.J. (Principal) Davis, Miss E.H. Yurach, Miss P.P.
Eskimo Point School, Eskimo Point, N.W.T., Via Churchill, Manitoba.	Davies, Mr. D.M. (Principal) Davies, Mrs. B.L.D. Fitzpatrick, Miss M.
Rankin Inlet School, Rankin Inlet, N.W.T., Via Churchill, Manitoba.	Westcott, Mr. W.G. (Principal) Bosse, Mr. G.P. (Industrial Arts) Kostelac, Miss M.B. Meyer, Miss C.J. Nelson, Miss S.L. (Home Economics) Ward, Miss V.R.
Resolute Bay School, Resolute Bay, N.W.T., Via Churchill, Manitoba.	Harrison, Mr. R.
Whale Cove School, Whale Cove, N.W.T., Via Churchill, Manitoba.	Arenburg, Mr. R.M. (Principal) Thibault, Mr. J.C.

Frobisher Bay Region

Arctic Bay School, Arctic Bay, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa.	Smith, Mr. L.A.
Broughton Island School, Broughton Island, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa.	Neilsen, Mr. T.
Cape Dorset School, Cape Dorset, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa.	Lewis, Mr. B.W. (Principal) Beatty, Miss A.E. Dalby, Mr. R.C. Moon, Miss E.E.
Clyde River School, Clyde River, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa.	Cousins, Mr. R.W.
Sir Martin Frobisher School, Frobisher Bay, N.W.T., Via Montreal, P.W.	Manahan, Mr. C.A. (Principal) Anderson, Mr. R.R. Boyko, Mr. W.A. Buss, Mr. D. Eisner, Miss R.M. Grayley, Mr. K.M. Grayley, Mrs. M.J. Hall, Miss E.I.N. Millar, Miss J.L. Nichols, Miss L.F. (Home Economics) Novak, Mrs. P. Wendelborg, Mr. D.L. Wendelborg, Mrs. B.D. Weibe, Miss C. Wiggins, Miss B.A.

Grise Fiord School,
Grise Fiord, N.W.T.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Scott, Mr. P.D.

Igloolik School,
Igloolik, N.W.T.,
c/o Eastern Arctic Patrol,

Emmett, Miss A.M. (Principal)
Keenleyside, Mr. D.E.A.
Schlaepfer, Miss R.D.

Lake Harbour School,
Lake Harbour, N.W.T.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Meldrum, Miss A.

Padloping School,
Padloping, N.W.T.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Julien, Miss O.V.M.

Pangnirtung School,
Pangnirtung, N.W.T.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Wiltshire, Miss H.M. (Principal)
Jones, Mr. G.M.

Pond Inlet School,
Pond Inlet, N.W.T.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Lett, Mr. A.P. (Principal)
Spence, Miss E.A.

Arctic Quebec Region

Belcher Islands School,
Belcher Islands, N.W.T.,
c/o Great Whale River, P.Q.,
Bag 1800, Val D'Or, P.Q.

Zacharias, Mr. P.H.

Fort Chimo School,
Fort Chimo, P.Q.,
Via Montreal, P.Q.

McTaggart, Mr. A.M. (Principal)
Donald, Miss L.A.
Matheson, Miss D.M.
McTavish, Mr. D.N.
McTavish, Mrs. L.C.
Zuk, Mrs. E.F.
Zuk, Mr. W.M.

Port-Nouveau-Quebec School
Port-Nouveau-Quebec
(George River) P.Q.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Pruden, Mrs G.M.

Great Whale River School,
Great Whale River, P.Q.,
Bag 1800, Val D'Or, P.Q.

Bacon, Mr. J.A. (Principal)
Bazinet, Mrs. M.I. (Home Economics
Ellis, Mr. F.
Herron, Mr. C.F. (Industrial Arts)
Milligan, Miss L.J.
Purnell, Miss M.D.
Reid, Mr. C.
Slauenwhite, Mr. D.D.

Notre-Dame d'Ivugivic School,
Notre-Dame d'Ivugivic
(Ivuyivik) P.Q.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Kristensen, Mr. B.K.

Notre-Dame de Koartac School,
Notre-Dame de Koartac
(Koartak) P.Q.
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Cassidy, Mr. O.E.

Payne Bay School,
Payne Bay, P.Q.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa

Baldwin, Mr. J.R. (Principal)
Tolley, Mr. C.H.

Port Harrison School,
Port Harrison, P.Q.,
Via Moosonee, Ontario.

McArthur, Mr. J. (Principal)
Marchand, Mrs D.E.
McArthur, Mrs. E.M.

Povungnetuk School,
Povungnetuk, P.Q.,
Via Moosonee, Ontario.

Hart, Mr. F.B. (Principal)
Coleman, Miss S.G.
Delaute, Miss E.G.
Quarterman, Mrs. H.N.
Whittaker, Mr. B.W.

Sugluk School,
Sugluk, P.Q.,
Via Moosonee, Onturio.

Golding, Mr. T. (Principal)
Lee, Miss H.G.
McArter, Miss B.E.

Wakeham Bay School,
Wakeham Bay, P.Q.,
c/o Eastern Arctic Patrol,
R.M.S. Ottawa.

Little, Mr. J.M. (Principal)
Little, Mrs. M.G.

DIRECTORY OF TEACHERS EMPLOYED BY SCHOOL DISTRICTS IN THE NORTHWEST TERRITORIES 1963-64

YELLOWKNIFE SCHOOL DISTRICT #1

R. C. Froment,
Sec.-Treasurer.

Yellowknife Public School
Yellowknife, N.W.T.

Robertson, Mr. J.C. (Principal)
Dunphy, Mrs. J.
Anderson, Miss M.
Avery, Mrs. L.A.
Colthorp, Mrs. M.
Doll, Miss J.
Dunsmore, Miss N.H.
Eis, Mr. J.
Garner, Mrs. J.
Grayston, Mrs. H.
Groat, Miss M.
Hallady, Mrs. D.
Jeffrey, Mrs. V.C.
Koenig, Miss D.
Pecka, Miss V.
Robshaw, Mr. B.
Searle, Mrs. D.
Tricker, Mrs. B.
Wilson, Miss N.
Wynne, Mr. A.C.
Wynne, Mrs. D.P.
Schellhorn, Miss G.E.

YELLOWKNIFE SCHOOL DISTRICT #2

George D. Curley,
Sec.-Treasurer.

St. Patrick's Roman Catholic School,
Yellowknife, N.W.T.

Irenita, Sr. M. (Principal)
Bulmer, Mrs. P.
Brosseau, Mrs. S.
Dunn, Miss C.
Florizone, Mr. L.
Flynn, Miss A.
Isadore, Sr.
Jovanovic, Mr. W.
Kashmar, Miss A.
O'Donnell, Miss M.
Robshaw, Mrs. L.
Woroby, Mrs. H.
Brick, Frank A.

HAY RIVER SCHOOL DISTRICT #3

Rev. Father F. Ebner, O.M.I.
Sec.-Treasurer.

St. Paul's Roman Catholic School,
Hay River, N.W.T.

Gallant, Sr. Irene (Principal)
Lapointe, Sr.
Kaeser, Miss J.
Karain, Mrs. E.
Karain, Mr. F.
Nolin, Sr.
Normandeau, Sr. A.
Peppler, Mrs. D.B.